

## Point of View

By Richard D. Mohr

## When University Presses Give In to Bias, Academic Principle Will Be Disregarded

IN NOVEMBER, Beacon Press will bring out my book *Gay Ideas: Outing and Other Controversies*. Its most controversial chapter, though, isn't on outing but on men—naked men, naked men together, naked men together doing things to and in each other. The chapter suggests that masculine gay sexuality can improve democracy by providing a social ideal of equal respect. The chapter calls for illustrations. And thereon hangs an academic parable.

America already has seen attempts to squelch the creation of gay ideas through censorious acts—the denial of grants—by the National Endowment for the Arts' politically appointed chair and oversight board. America also has witnessed attempts to block the dissemination of gay ideas by printers refusing *en masse* to print illustrated gay books. Unfortunately, in their treatment of *Gay Ideas*, publishers have positioned themselves as the keystone completing this arch of censorship.

The book's masculinist images are gleaned both from high art—George Bellows, George Luks, Duncan Grant, Edward Weston—and from gay eroticists. The book includes a couple of Robert Mapplethorpe's "Cincinnati Seven"—the photos that led police to arrest the director of Cincinnati's Contemporary Art Center after they were put on display. The book also contains a handful of drawings by Tom of Finland and Rex, artists who stand to gay male life of the 1970's and 1980's as Grandma Moses stands to rural American life of the 1940's and 1950's. One couldn't understand the gay male psyche without understanding Rex and Tom—and Robert. The book's interpretations of these works turn on formal analyses of the images' structures. For the interpretations to be believed, the images have to be seen.

Once seen and interpreted, some of Mapplethorpe's most intense images can be read variously as parodies of America's anxiety over male penetrability and as gay-marrage portraits—not the sort of messages one would get from news or Congressional reports of the sex acts that convey the images.

Still, the images caused the manuscript to crash and burn through university presses. I found that the presses no longer fulfill their responsibility to present intellectually challenging, if unpopular, ideas. Initially, I offered the book to my home university's press. The pattern established there spread across academic publishing: huge enthusiasm among editors, strong to rave referees' reports, then rejection by the faculty-advisory boards that usually rubberstamp editors' recommendations. The problem, one of the professors on the advisory board of my university press told me, was fear that the state would cut appropriations to the university if the book included the graphics. This attempt to beg off responsibility presaged the rationalization by current NEA director Anne-Imelda Radice that she must make content-based (i.e., sex-based), not just quality-based, grant decisions so that the NEA itself may be saved—from Congress.

I then sent, with warnings, a prospectus of my manuscript to eight more university presses that had already published gay books, including the Ivy League press that had published my earlier book *Gays/Justice* and of whose lesbian-and-gay book series I was the founder and general editor. In addition, I sent the manuscript to two "cross-over" independent houses that publish academic gay books. All 10 presses asked to see the whole manuscript. I was assured that graphics would be no problem. As one editor snorted during a telephone conversation, "What do you think we are—

some hick press? This is New York." Upon receiving the manuscript, he immediately responded that he couldn't possibly publish the graphics. At least he was honest. Two presses didn't even bother to acknowledge receiving the manuscript. Others forged ahead—only to start falling by a wayside littered with their pretenses.

One large university press with a trade division, for example, was launching a gay book series with an announcement that, in postmodern fashion, heralded the end of academic objectivity; all judgments, it claimed, are ideological, mere products of desire and politics. Still, that press's editor rejected the manuscript, claiming that it lacked academic objectivity.

Another Ivy League press had gotten referees' reports better than ones I could have written myself, but its faculty board rejected the manuscript on the purported ground that the reports weren't strong enough. The referees subsequently came forward, and the reports have been used for book-catalogue blurbs.

Then, surprise, the book was rejected for my own series. It was rejected despite favorable referees' reports and despite the fact that I had just signed up a sumptuous, lavishly illustrated history of homoerotic photography for the series. An editor explained the two books' different fates before the same faculty-oversight board: "Well, you see, *that* book treats the sex as art, while *your* book treats the art as sex." No sex, please, we're American.

I resigned the editorship, forgoing thousands of dol-

"On issues of free speech, I found that religion and free enterprise did better than the supposed 'marketplaces of ideas'—the universities."

lars in editor's royalties from a series that had become a high-volume cash cow. (The paperback rights for one book in the series had been auctioned to a trade house for \$150,000.) But if, as an editor, you don't draw the line at censorship, you don't draw any lines.

One university press *did* offer to publish the book—Rutgers University Press. It and its director, Kenneth Arnold, deserve gold stars. But finally the independent, non-profit house, Beacon Press, made an offer that I couldn't refuse and, importantly, approached the graphics as an adventure rather than as something awkward. The palm (and likely profits) go to them.

The greatest irony in this journey was that on issues of free speech, I found that religion and free enterprise did better than the supposed "marketplaces of ideas"—the universities. Beacon books are published under the auspices of the Unitarian and Universalist Churches—"Independent publishing since 1854."

THE UNIVERSITY PRESSES simply abdicated their particular responsibility to make decisions with an eye to what is right, what is good, and what is challenging, rather than to what is popular. Academic freedom means making academic decisions by academic criteria. It does not mean making decisions by looking over one's shoulder to see who is watching, especially watching with a checkbook or a deanship in hand. It does not mean making decisions based on fears and anxiety. It does not mean making

decisions based on one's own perceived importance. It does not mean making decisions based on prejudice and bias. And it does not mean making decisions based on worries about guilt by association.

Academic freedom in the case of university presses means making decisions based on referees' reports. Reliance on these reports is the structural feature of university presses—and of academic journals and lecture committees—that embodies academic freedom. It is also what distinguishes university presses from trade presses. When an academic field is new or addresses subjects that invoke social prejudice, as in the case of gay studies, university-press boards will be especially suspect when they substitute their own judgments for those of referees. The boards' role in such cases should be limited to checks of referees' credentials.

THE PROBLEM with university presses' giving in to bias and merely printing the popular is not that they will suddenly start publishing Judith Krantz, Norman Schwarzkopf, or the collected quips of Dan Quayle—though, let's face it, all university presses do some "lite" publishing to make ends meet. (My own university's press stays afloat by selling cute color photos of romantic countryscapes studied with Amish buggies.) No, the problem is that once they begin giving in to bias, when matters of academic principle are at stake, principle will be disregarded. Then hold academic ideas will be printed only if they are also popular enough along some dimension (say, to a minority audience) to snare a trade press's attention. Sad is the day when we must turn away from universities for liberal education. But that day is at hand.

University presses have betrayed a special covenant that America has with universities—giving them freedom to make what the populace views as mistakes in return for an expectation that they will be creative. Last year in *Rust v. Sullivan*, even as the Supreme Court upheld gag orders on doctors at state-funded abortion clinics, the Court claimed that the decision would have come out differently if the gags had been placed on speakers at state-supported universities—because of their grand tradition as forums for free speech. The Court needn't have wasted its breath. University presses have so abandoned their mission that they will never need to invoke the Court's protection.

The general lesson to be learned is an Aristotelian one: People become courageous by performing courageous acts and promote cowardice by performing cowardly acts. Fortunately, not all liberals are paralyzed, playing into the hands of the world's Jesse Helmses. Real liberalism and real courage are possible in the publishing world. My editor Deborah Chasman and Beacon's director Wendy Strothman prove it—they who were courageous and honorable when courage and honor were necessary.

So, come November, you'll finally have the chance to buy *Gay Ideas*. Beacon will have it skunk-wrapped—like an art book, like a porn book. Glowing at you through the cellophane will be a languorous four-color Duncan Grant nude beckoning you along toward paths untrod.

Richard D. Mohr is professor of philosophy at the University of Illinois at Urbana-Champaign, author of *Gays/Justice—A Study of Ethics, Society, and Law* (Columbia University Press, 1988), and founder and former general editor of *Columbia University Press's* series *Between Men—Between Women: Lesbian and Gay Studies*.

## THE CHRONICLE

of Higher Education.

July 22, 1992 • \$2.75  
Volume XXXVIII, Number 46Quote,  
Unquote

News Summary: Page A3

"To students, it's the three E's: the economy, education, and the environment."

A student and delegate to the Democratic National Convention, on the issues in the campaign: A20

"This is the fun part of democracy."

A professor, on being a delegate: A27

"It's like someone took the lid off, and there's been this explosion of very creative work."

An editor, on publishers' interest in gay and lesbian studies: A8

"I do not know of another forum in which such a judgment could be made and be more certain." David Baltimore, on a prosecutor's decision not to seek the indictment of a researcher with whom he had written a disputed paper: A7

"Just because the U.S. Attorney's office doesn't want to take this carnival before a jury doesn't mean Baltimore and Imanishi-Kuri were right all along." A Congressional investigator: A7

"You don't pick out the worst in the world, and be a smidgen better than that, and say you're wonderful."

An academic adviser, on the fact that black athletes graduate at higher rates than other black students: A31

"I wish we could get rid of campaigns."

The president of CASE, on capital campaigns at colleges: A30

"A year ago, 37 Senators voted against the project when we only had fears there were problems. Now we have documented proof."

A New York Republican, on an audit critical of the SSC: A22

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The Democrats  
and Academe

The University of North Dakota's Joanne Irene Gabrynowicz at the Democratic National Convention: A27. Other convention reports begin on Page A20.

NOT  
DEPT

## PRINCIPLES of SOUND RETIREMENT INVESTING



## WHY YOU SHOULD START PLANNING FOR RETIREMENT WITH YOUR EYES CLOSED.

For retirement to be the time of your life, you have to dream a little—about the things you've always wanted to do: travel, explore, start a business. Just imagine...

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those extras that make your dreams possible? You'll probably need some additional savings.

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## This Week in The Chronicle

July 22, 1992

## Scholarship

## NEW PHASE FOR 'BALTIMORE CASE'

The U.S. will not seek the indictment for fraud of a researcher who, with the Nobel Laureate David Baltimore, was the co-author of a disputed paper: A7

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Scholarly publishers are rushing to sign up books in a field they once considered marginal and too risky: A8

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For the University of California Press, publishing the French critic's writings with an essay exploring his homosexuality proved complicated: A9

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66 new scholarly books: A10

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After two separate reviews, the American Psychological Association has accredited the psychology program at the U. of North Texas for two years: A14

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Its new provost, the highest-ranking woman in the Ivy League, is familiar with the spotlight: A5

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Suit charging bias at Harvard is dismissed: A6

Griffith over Berkeley's free-speech monument: A6

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Master's program is offered in children's literature: A14

Nine new books on higher education: A14

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## LARGEST ELECTRONIC CATALOG OF THE 18TH CENTURY

A data base contains 315,000 machine-readable records of books, monographs, and ephemera, with materials that range from weighty to whimsical: A15

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The university's Albany campus will start construction next year of a \$45-million facility that will link the system's 64 campuses: A17

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Internet Society offers report on its global network: A16

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Institutions pay a significant amount of the cost of federally supported academic research, preliminary results of a new study indicate: A23

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The Education Department has proposed regulations that require colleges to make public their graduation and crime rates: A24

## THIS WEEK'S HIGHLIGHTS

## At the Democratic Convention

- The party's 1992 platform ignores grants for college students, but is seen as "fairly strong on education": A20
- Students and faculty members politick, plug books, and—surprise!—party: A20
- It was a simple sentence in the party platform, but to an associate professor from North Dakota it was a personal triumph: A27



A T-shirt vendor

## 1,500 Scientists in Eastern Germany Go Back to School

The government wants to put high-powered expertise back in the classrooms: A39



California's Henry L. Snyder

## Plugging In to the 18th Century

A vast electronic catalog contains descriptions of almost all the materials printed in Great Britain and her colonies from 1701 to 1800: A15



Towson's Dorothy G. Siegel

## U.S. Proposes Disclosure Rules

The Department of Education proposed regulations requiring colleges and universities to make public the graduation and crime rates: A24

\$100 decrease seen in maximum Pell Grant: A20

Miss. legislator wants to close 'unproductive' colleges: A20

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## COLLEGE FUND-RAISING DRIVES ARE CRITICIZED

With universities competing to wage the largest capital campaign, the president of CASE calls the drives "the dumbest thing I've ever seen": A30

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## Students

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Hundreds line up at community college for fall courses: A4

Black students criticize police presence at N.J. gathering: A4

Fraternity's secretary pleads guilty to embezzlement: A4

Advanced placement tests are lost in the mail: A6

## Athletics

## A CLOSER LOOK AT GRADUATION RATES

- A Chronicle survey of colleges in Division I of the NCAA suggests that many institutions have a long way to go to insure that black athletes get an education: A31
- Tracking the graduation rates of the NCAA's scholarship athletes is a confusing business: A32

■ Fact File: Proportion of freshman athletes entering Division I colleges in 1983 and 1984 who graduated within six years of enrolling: A33

Bowl games get good news from a House panel: A31

Clemson says it unintentionally broke NCAA rules: A31

N.J. Athletic Conference bans tobacco at events: A31

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## SCIENTIFIC EXPERTISE FOR EASTERN GERMANY

Nearly 1,500 researchers from the former Academy of Sciences are working temporarily at universities as part of a plan to unite scholarship and teaching: A39

Israeli troops surround An-Najah U. in West Bank: A39

## Arts

## PLACE WITHOUT EQUAL

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Ferrum College exhibits handmade instruments: A5

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## MARGINALIA

Flyer at Case Western Reserve University:

C.W.R.U. SECURITY OFFERS  
"MAINTENANCE FREE"  
ANTI-THEFT DEVICE  
FOR YOUR AUTO

"As a CWRU parking permit holder, you are entitled to take part in our award winning VIN Each Program."

"CWRU Security Officers will catch the VIN (Vehicle Identification Number), sometimes called the serial number of your auto, on all the large windows of your vehicle."

"Drive your vehicle to the Lot 53 parking garage second level security booth. The Security Officer will catch your vehicle and your back on your way in about 20 minutes."

Ouch! That hurts!

Note in *Along the Walk*, a newsletter at Trinity College (Conn.):

"Honor Moore, a poet, playwright, editor, and biographer, will read from and explain why and how she wrote her biography of the painter Margaret Sargent at 4 p.m. in the English department building."

Speed writing?

From *University Employee*, a union publication at the California State University:

"CSBA recognizes the severe budget problems facing the CSU, but we firmly believe that there must be a much more equitable 'sharing' of the burden when it comes to potential layoffs, cutbacks in health benefits, etc. We need to ask why the Chancellor's Office just hired two new lawyers and three new administrators at a cost of approximately \$500 million per year."

Good question!

We're not sure what to think about a "resource guide" from the Vermont Department of Education that has this title:

*Keeping Pregnant and Parenting Teens in School*

A reader writes:

"A budget request at the University of Michigan-Dearborn asks for money 'to fund a reserve to replace 2 vans used for campus pickup/delivery every 4-5 years.'"

"And you thought the U.S. mail was slow!"

From a story in *The Daily Reveille*, a newspaper at Louisiana State University:

"Imagine yourself in the middle of arid mountains 75,000 feet high. The night is very clear and you can see the stars shining furiously against the darkness of the sky. The silence of beating nature surrounds you. It is warm."

And our ears are popping. —C.G.

## In Brief

Texas medical student  
sues for diploma

HOUSTON — A district-court judge has threatened to hold officials of two University of Texas health institutions in contempt if they do not issue a certificate stating that a student has completed his medical studies.

The student, Allan Than, needs the certificate to begin his medical residency this fall. In 1991, Mr. Than was expelled from the Medical School at the University of Texas Health Science Center at Houston. Then a third-year medical student, he was accused of cheating on an exam. Mr. Than denied the charge and sued the institution. A court later granted an order that allowed him to complete his studies.

Meanwhile, a judge ordered officials of the health-science center to release a temporary certificate saying Mr. Than has graduated. The certificate would allow him to start his residency while his lawsuit is pending. University officials would not comment on the case.

## Students queue up to register for fall courses

FT. LAUDERDALE, FLA.—Hundreds of students at Broward Community College waited overnight to register for courses that begin this fall. Students at the college's three campuses slept on the ground or spent the night in lawn

chairs. By dawn, dozens of others had begun queuing up (above) to avoid being closed out of courses. From 8 a.m. to 5 p.m., more than 4,000 students registered for fall classes, shattering single-day enrollment records at the campuses.

College officials say state budget cuts caused students to worry about their ability to get the courses they need. The institution has received money from the state legislature that will allow it to add sections of popular courses.



PHIL SCHMIDT, FT. LAUDERDALE SUN-SENTINEL

Black students charge  
police are overzealous

BELMAR, N.J. — Members of black sororities and fraternities who gathered here last week for an annual party decried what they said was an overwhelming and intimidating police presence.

As many as 100 police officers from surrounding areas were called out to patrol the town's 20-block-long beach and boardwalk during the event, which attracted thousands of students (left).

A spokesman for the state police said 50 officers had later been removed from the patrol. The spokesman said the event had become violent in past years. This year, however, the scene was peaceful and only minor citations were issued.



MICHAEL TODD SPINNEY, ASSOCIATED PRESS

Idaho Student pleads  
guilty to embezzling

MOSCOW, IDAHO—A student at the University of Idaho has pleaded guilty to embezzling more than \$31,000 from his campus fraternity.

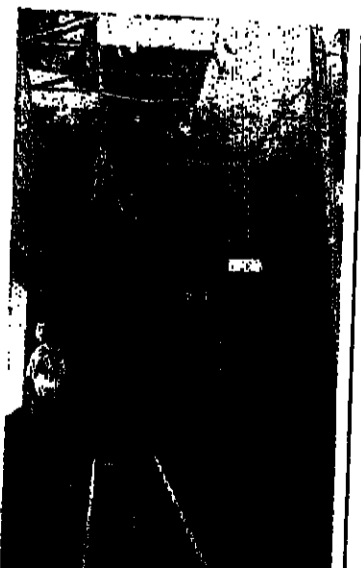
Douglas Baker, assistant secretary of the Delta Chi fraternity, admitted to forging five checks on the group's bank account and depositing them in his own.

Mr. Baker will be sentenced next month. Under a plea agreement that he reached with prosecutors, Mr. Baker would serve 30 days in jail and be placed on probation for three years. He also would repay the \$31,000.

70-mile winds damage  
Oklahoma campus

LAWTON, OKLA.—Winds of 70 to 80 miles an hour hit the Cameron University campus, causing over \$250,000 in damage to several buildings. Pelting rain added to the destruction.

The Fitness Center (right) was hardest hit. It lost part of its roof, some windows and doors, and a skylight. A building containing residence halls, classrooms, and offices lost almost 40 windows and much of its roof. The stadium, the baseball field, and the tennis complex also were damaged. No one was seriously injured.



JEFF DIXON

## Corrections

■ An article about a court ruling on access to university meetings on animal research (*The Chronicle*, July 8) incorrectly identified the Oregon Court of Appeals as the state's highest judicial authority. The highest is the Oregon Supreme Court.

■ An article on a Supreme Court decision on segregation in Mississippi (*The Chronicle*, July 8) said that Stephen C. Halpern had written a brief for the Congressional Black Caucus and the National Association for Equal Opportunity in Higher Education. Mr. Halpern did not write the brief himself, but assisted a group of lawyers who prepared it.

Ferrum College exhibits  
handmade instruments

FERRUM, VA.—An exhibit at Ferrum College's Blue Ridge Institute displays over 60 handmade instruments by local craftspeople from the early 1800's to the present.

The instruments include banjos, fiddles, and mandolins in a variety of shapes and materials. Many have decorative inlays of veneer and mother of pearl. Some of the instruments have peg heads carved into animal shapes (right).

The exhibit also highlights techniques of prominent instrument makers. The institute is planning a fall seminar on the history of local instrument making.



FERRUM COLLEGE

Suit charging bias  
at Harvard is dismissed

BOSTON—The state's highest court has dismissed a lawsuit filed against Harvard University by some of its law-school students, who accused the institution of discrimination in faculty hiring.

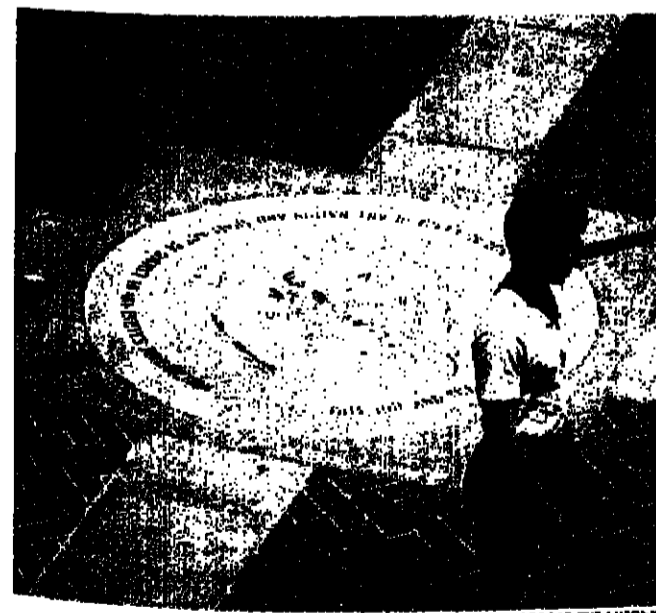
The Supreme Judicial Court of Massachusetts ruled this month that the students lacked legal standing to sue Harvard because they were not employees.

The students initially filed suit in 1990, accusing the law school of not hiring enough women and minority professors. Of the law school's 68 tenured and tenure-track faculty members, seven are white women, five are black men, and the rest are white men.

Placement exams  
mysteriously disappear

POWAY, CAL.—Most of the Advanced Placement exams that 170 Poway High School students took this spring have disappeared, and many of the students may be forced to retake the test to receive college credit.

Poway officials mailed the exams to the Educational Testing Service, but the service apparently received only one box, which contained only portions of some tests. Walter McDonald, director of the test program, said ETS was offering students three options: Take the test again without charge, accept a grade based on any part of the test that arrived in Princeton, or get a refund.



FILED PHOTO FOR THE CHRONICLE

## Graffiti cover new monument to free speech

BERKELEY, CAL.—The University of California's campus here has installed a plaque in its Sproul Plaza honoring the principle of free speech.

The plaque—a six-foot-wide granite disk inlaid in the ground, with a six-inch circle of dirt at its center (above)—was donated last year by a faculty group called the Berkeley Art Project. An inscription reads: "This soil and the air

space extending above it shall not be a part of any nation and shall not be subject to any entity's jurisdiction." After its installation, the work was quickly covered by graffiti, which the university plans to remove before an official unveiling in October.

Sproul Plaza was the site of student demonstrations in the early 1960's against a university ban on political activities.

## PORTRAIT

## 'Saint Judy' Goes Once More Unto the Breach

By COURTNEY LEATHERMAN

NEW HAVEN, CONN.

Since Judith Rodin was named provost at Yale University, there have been headlines. "Driving energy carries Rodin to top of Yale," declared the *New Haven Register*. "Saint Judy: New Yale provost Rodin takes the helm of a university in turmoil," proclaimed the *New Times*, a Connecticut weekly. "The Woman Who Would Be President," *Town & Country* called her.

Says Ms. Rodin: "The papers have been in a feeding frenzy. It makes me feel a little embarrassed."

Not that Ms. Rodin is unfamiliar with the spotlight. Her work as a Yale psychologist doing groundbreaking research for the past 20 years on eating disorders, obesity, and aging has brought her a wide range of attention. She has testified before Congressional committees on those matters, headed the John D. and Catharine T. MacArthur Foundation Research Network on Health and Behavior, served as co-host of PBS programs on the body, and lobbied women's magazines to feature models whose bodies more closely resemble that of the average woman.

She helped start the Yale Center for Eating and Weight Disorders in 1990 and last month published her latest book, *Body Traps: Breaking the Bonds that Keep You From Feeling Good About Your Body*, published by William Morrow & Company.

Lately, the focus of attention has shifted. People don't just want to know about her work; they want to know about her: what it means to be the highest-ranking woman in the Ivy League; how she juggles her professional duties as an administrator and scholar with her responsibilities as a single mother; and how she plans to tackle the tough problems facing this university when so many other Yale administrators have bowed out.

In the past year, five top administrators have resigned. Ms. Rodin has been asked to fill two of those spots. Some on the campus have speculated that she could be asked eventually to fill a third—the presidency, although the university's governing board named Yale historian, Howard R. Lamar, as acting president last month after Yale's president, Benno C. Schmidt, Jr., abruptly resigned to head up a network of private schools.

## Highest-Ranking Woman

When Ms. Rodin took the provost's position this month, she became the highest-ranking woman in the Ivy League, although not the first woman to hold the post. (Hanna H. Gray, the retiring president of the University of Chicago, claims that honor—a fact that Ms. Rodin is careful to point out.)

"This position was a relief," she says, "because I was the first woman chair of my department. I was the first woman dean of the Yale Graduate School. When I became provost I could at least know that Hanna Gray had been the first woman provost."

"So I didn't feel I had to think of



MICHAEL MARIAMIN, YALE U.

Judith Rodin: "What lies ahead for me is making sure that whatever changes we make don't fundamentally hurt this institution."

myself in that context. I don't think about it very much."

What she does think about, sitting in her office toward the end of a work day, is how to serve as the chief academic officer of a 300-year-old institution that is facing a \$15-to-20-million operating deficit, crumbling buildings, and a nervous faculty—worried about severe budget cuts that were proposed last year by a committee looking at ways to restructure the university.

## An Outcry From the Faculty

The committee's report, which initially called for eliminating some departments and reducing the faculty ranks by 10.7 per cent, prompted an outcry from the faculty. Soon after, Frank Turner, who headed the committee, resigned from his post as provost. Yale officials have called for further reviews.

Ms. Rodin was asked to take his place less than a year after she became dean of the Graduate School of Arts and Sciences, after Jerome J. Pollitt quit the post he had held for five years. As dean, Ms. Rodin was confronted with an angry graduate-student union, which staged a three-day walkout to protest Yale's refusal to recognize it. She was able to push through a plan that increased stipends paid to teaching assistants, changed grievance procedures, and created a new student government. While the plan did not satisfy everyone, namely union officials, she was still widely praised for her handling of the situation.

Then in May, Mr. Schmidt resigned. Some professors here say privately that Mr. Schmidt's surprise announcement put Ms. Rodin in a difficult spot. "It left her in a com-

promised position," says one senior professor. "She was recently chosen by the president and now the president is gone. So who does she respond to and report to? Who is her partner?"

## Building Consensus

This professor and others praised Ms. Rodin's scholarly and administrative abilities and her talent for building consensus.

Jerome L. Singer, a psychology professor, says he believes the faculty is looking forward to having her in the new leadership role, given the tumult of the last year. "She showed such good ability to relate to professors as dean, I think what they're hoping from her is that she won't lose touch with the real function of the university—the scholarship, the research, the training of students—that she won't get sucked into the purely administrative side of it."

Ms. Rodin believes she can satisfy most of her constituents. "What lies ahead for me is making sure that whatever level of cuts and whatever changes we make don't fundamentally hurt this institution," she says. "Until I feel confident and my colleagues feel confident that that is the case, then we're not going to enact sweeping, dramatic changes."

As for whether Ms. Rodin will lose touch with professors, she says she doesn't plan to. For one thing, she has continued her research. She starts and ends her 12-hour days in her laboratory. "I find the science enriching," she says. "I find the contact with my students essential. It's the teaching I still do, and it keeps the academic administration in perspective."

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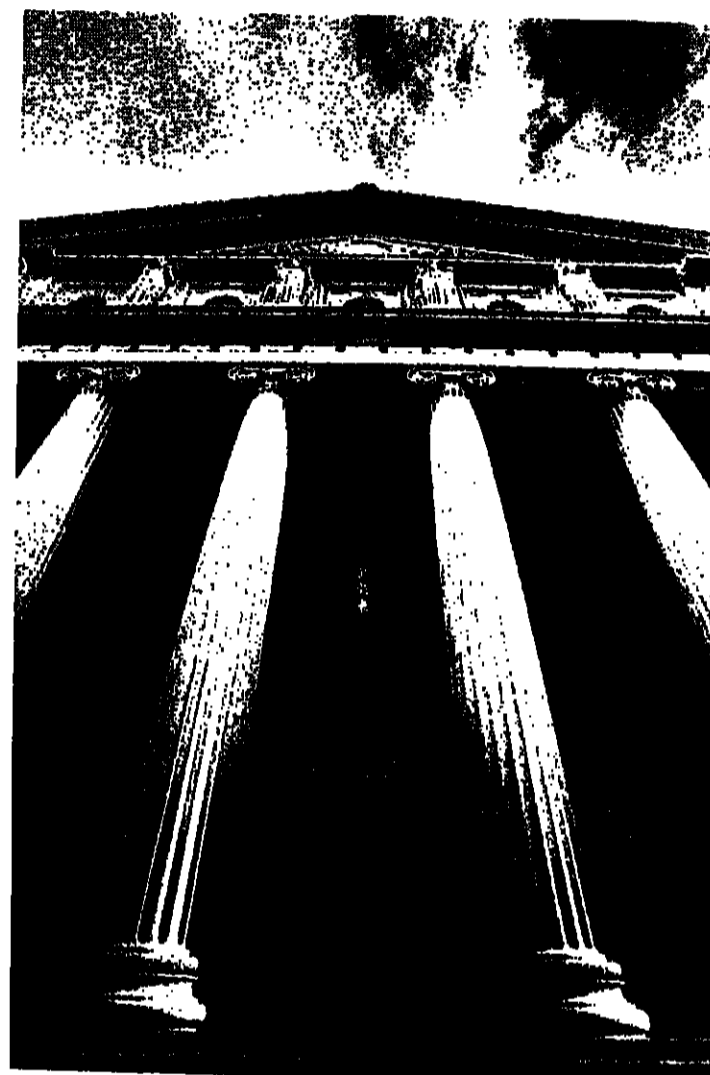
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## Footnotes

The birthday celebration will be six months early, but it will take a form that would probably have pleased Mr. Jefferson.

To commemorate the 250th anniversary of Thomas Jefferson's birth—on April 13, 1743—the history department at the University of Virginia is sponsoring a scholarly conference in October on Jefferson's legacy for the late 20th century.

The Founding Father and third President is a highly traditional topic at a time of great ferment in humanities scholarship, but the director of the conference—Peter S. Onuf, a professor of history at Virginia—hopes that the gathering will provide a “fresh assessment” of Jefferson.

“The conference will honor Jefferson, but it will also explore the more ambiguous and—in the case of slavery and race relations—even tragic dimensions of his legacy,” Mr. Onuf wrote in his proposal for the conference. “Only by such an honest and open-ended accounting can the Jeffersonian tradition in American public culture be sustained and renewed.”

Not exactly Jefferson revisionism, but it is the University of Virginia, after all.

Everyone experiences fitful sleep now and again, some more than others. For people over 65, say officials at the National Institute on Aging, troubled sleep is particularly common: About half of the 29 million Americans in that age group report problems in getting a good night's rest.

So the institute, part of the National Institutes of Health, has given researchers at Oregon Health Sciences University nearly \$1-million for a five-year study of the role of melatonin in regulating cycles of sleep and wakefulness, and how aging affects the hormone's activity in the brain. Led by Robert L. Stack, a professor of psychiatry, the scientists will study both animal and human subjects to find out how doses of melatonin can be used to help regulate sleep rhythms.

A spokesman for the National Institute on Aging said researchers hope the study will show them how to “reset the circadian clock” so that people can get a good night's sleep without resorting to drugs.

Psychologists have now shown empirically what the kids at the local video arcade probably knew all along: Players who are good at video pinball games tend to “choke” when they have an audience—more so than poor players.

Charles Kimble, director of the Social Science Research Center at the University of Dayton, and Jeffrey S. Rezaek, a psychology student, found that that was not so true, however, for computer games, like “Tetris,” that take more than the ordinary amount of skill.

Their study will be published in the fall issue of *Social Behavior and Personality*.

## Scholarship

### U.S. Attorney Will Not Seek Indictment of Researcher Accused in ‘Baltimore Case’

Her co-author, Nobel Laureate David Baltimore, says decision vindicates scientist's work

By David L. Wheeler

THE U.S. ATTORNEY'S OFFICE said here last week it would not prosecute a researcher for fraud in the “David Baltimore case,” saying it would be better if the matter were settled by scientists than by a lay jury.

The office had been looking into charges that Thereza Imanishi-Kari, an assistant professor of immunology at Tufts University, made false statements to the government about research done under a grant from the National Institutes of Health. David Baltimore, a Nobel Laureate who was at the Massachusetts Institute of Technology when the research was done and is now a professor at Rockefeller University, was an author of the paper produced from the research. Mr. Baltimore had not been accused in the matter.

The results of the research in question were published in 1986 in the journal *Cell*. The paper concluded that a gene transplanted into mice had had a far greater influence on the animals' immune systems than scientists had expected.

A dispute over the paper began shortly after it was published. Margot O'Toole, a post-doctoral researcher who worked in Ms. Imanishi-Kari's laboratory, questioned the paper's validity. Later, Ms. O'Toole charged that Ms. Imanishi-Kari had not done some of the experiments that she said she had performed.

#### A Wave of Congressional Interest

The dispute triggered a wave of Congressional interest in research fraud and has continued through two university investigations, multiple Congressional hearings, and three government investigations, making it the longest-running active dispute over scientific misconduct.

The decision by the U.S. Attorney not to prosecute the case, made after two years of considering the evidence, left unresolved an investigation by the Office of Scientific Integrity at the National Institutes of Health.

Lyle Bivens, director of the Office of Scientific Integrity Review at the Public Health Service, which in the past has double-checked investigations by the Office of Scientific Integrity, said the case would be resolved by new procedures that are being established for investigating scientific misconduct in projects financed by the Public Health Service. All of the research agencies in the Department of Health and Human Services are part of the Public Health Service.

A 1991 draft report by the Office of Scientific Integrity found that Ms. Imanishi-Kari had fabricated some of her data. The report said it was unclear if the experiments had ever been done.

Under the new procedures, Ms. Imanishi-Kari would be offered a hearing if integrity-office investigators found that their



David Baltimore: “I do not know of another forum in which such a judgment could be made and be more certain. They found insufficient evidence to prosecute her.”

original conclusion held up. At such a hearing, she could dispute the government's evidence and might also be given the chance to confront her accusers.

Officials at the U.S. Attorney's office said they had not prosecuted the case in part because they did not think it likely that a jury would find Ms. Imanishi-Kari guilty. Geoffrey Garinther, the Assistant U.S. Attorney handling the case, said he had confidence in the Secret Service report indicating that Ms. Imanishi-Kari had created documents supporting experimental results long after the experiments were supposed to have been done. But he said a jury might not believe Ms. Imanishi-Kari was deliberately misleading the government.

“If scientists haven't been able to make up their mind over six years about the underlying validity of the paper,” Mr. Garinther said, “then I don't think we could have proved it beyond a reasonable doubt before a jury of lay persons in a week.”

Mr. Garinther said he hoped the matter would be settled by scientists. If an administrative hearing were held, the administrator holding the hearing could appoint scientific experts to assist him.

Mr. Baltimore and Ms. Imanishi-Kari's

**The prosecutor said he was afraid that, if the case had been brought before a jury, what has been called Ms. Imanishi-Kari's “sloppy-science defense” might have worked.**

lawyer, Bruce A. Singal, both said the prosecutor's decision had vindicated Ms. Imanishi-Kari. Mr. Baltimore said last week that the investigation by the U.S. Attorney's office had been more thorough than the one conducted at the NIH.

“I do not know of another forum in which such a judgment could be made and be more certain,” he said. “They found insufficient evidence to prosecute her. You can't ever in life know exactly what somebody has done. You can only know what the evidence is.”

Mr. Baltimore said he would write to *Cell* asking its editors to withdraw his earlier retraction of the paper.

Mr. Garinther questioned Mr. Baltimore's response. “Mr. Baltimore's reaction is a mistake,” he said. “He is placing too much weight on our decision not to prosecute.”

Mr. Garinther said he was afraid that, if the case had been brought before a jury, what has been called Ms. Imanishi-Kari's “sloppy-science defense” might have worked. Ms. Imanishi-Kari has acknowledged that she kept poor records and may have made some mistakes in pulling together her data for the investigation.

Mr. Baltimore responded that the “sloppy-science defense is not a defense. It is what really happened. I saw it happening.”

Mr. Baltimore said he had asked *Cell* to publish his retraction of the paper after reviewing the draft report by the Office of Scientific Integrity that he said had been based largely on evidence gathered by the Secret Service. The service's experts in forgery reviewed the inks and paper from research notebooks and tapes from laboratory machines known as gamma counters. The experts concluded that the notebooks had not been created when Ms. Imanishi-Kari said they had.

#### Report From Independent Consultant

Mr. Baltimore's retraction stated that he would like to withdraw the paper until questions about the data supporting it were resolved. A 14-page report by an independent forensic expert who was retained by Ms. Imanishi-Kari's lawyer to examine the notebooks, plus the decision by the U.S. Attorney's office not to prosecute, has now resolved those questions, he said.

The independent consultant, Albert H. Lyter, found that the conclusions of the Secret Service report were erroneous.

Mr. Singal, Ms. Imanishi-Kari's lawyer, said that for years his client did not have access to her notebooks, until the U.S. Attorney's office released them last year. Because the color of the paper and the laboratory tapes was an issue in the investigation, he said, copies of them were insufficient for Ms. Imanishi-Kari's defense. “When powerful government institutions are going to make serious accusations,” he said, “fundamental fairness dictates they give those who are accused the evidence so they can respond. That's particularly important in scientific investigations.” ■

# From Margin to Mainstream: Books in Gay and Lesbian Studies

Presses show new interest in field once considered risky

By Liz McMillen

TEN YEARS AGO, John D'Emilio was working on a history of the gay-liberation movement before the Stonewall Rebellion, a 1969 uprising against New York City police that is considered a watershed in the movement's evolution.

He circulated his manuscript among several publishers and agents, but his proposal got either a quick rejection or no reply. Eventually an editor at the University of Chicago Press expressed interest in the book and offered him a contract. "I was so thrilled to talk to anyone, I would have given it away," Mr. D'Emilio says.

Chicago went on to publish the book, *Sexual Politics, Sexual Communities*, in 1983, and many scholars say it was the first monograph published on the history of gay life in America. Today, Mr. D'Emilio, a professor of history at the University of North Carolina at Greensboro, has an agent and is regularly contacted by editors interested in his work.

## 'Explosion of Very Creative Work'

Mr. D'Emilio's latest book, *Making Trouble: Essays on Gay History, Politics, and the University*, will be released next month by Routledge and is one of the publisher's lead books for the fall. And its author is on the verge of signing a contract with the Free Press for a biography of Bayard Rustin (1912-1987), a civil-rights activist who was gay.

Mr. D'Emilio's emergence as a sought-after author is just one sign of the growing interest that academic publishers are showing in the field of gay and lesbian studies. Only recently regarded as marginal or too risky, gay and lesbian studies

have moved from the sidelines to the center of academic publishing.

One major reason is the simple economic fact that gay and lesbian books sell, among both academics and non-academics. "It's like someone took the lid off, and there's been this explosion of very creative work," says Ann M. Miller, associate executive editor at Columbia University Press, which has a prominent series in gay studies. "And university presses have found that books in this area sell very well to people beyond an academic audience."

## Questions of Sexuality

Editors say that some of the most innovative scholarly writing and thinking today revolves around questions of sexuality and how society creates and regulates gender roles. Elizabeth Maguire, senior editor at Oxford University Press, says: "Publishers aren't just jumping on the bandwagon. This is really where the best minds are."

Hoping to capitalize on a rapidly growing market, many university presses are adding books that explore gay history and culture to their publishing lists. Gordon and Breach Publishers plans to release a new publication called *GLQ: A Journal of Gay and Lesbian Studies*, which seeks to publish scholarship that will bring a "queer perspective" to all topics touching on sex and sexuality.

Other presses are starting special series devoted to the subject. In the next year or so, Duke University Press will begin "Series Q"; New York University will have "The Cutting Edge: Lesbian Life and Literature"; Oxford University Press, "Ideologies of Desire"; and the University of Chicago, "The Chicago Series on Sexuality, History, and Society."



Bill Germano, editorial director of Routledge: "In the mid-80's something happened. There was a real release of energy."

Competition for good manuscripts has become fierce, pushing up advances and pitting press against press. Even with the increased number of publishing outlets, John G. Pout, who serves as general editor of the Chicago series as well as of the *Journal of the History of Sexuality*, reports that he is "literally inundated with manuscripts."

Bill Germano, editorial director of Routledge, calls the scholarly work that makes

up gay and lesbian studies "an energy field."

"In the mid-80's something happened," he says. "There was a real release of energy."

Many scholars and editors point to Mr. Germano as a pioneer, someone who carved out a publishing niche for gay and lesbian studies before many other scholarly presses. An editor at Columbia before coming to Routledge in 1986, Mr. Germano signed up several authors writing about aspects of sexuality, including Mr. D'Emilio, Judith Butler, Margaret Cruikshank, Diana Fuss, Marjorie Garber, and John Winkler.

"When I came here in 1986, it was clear that feminist criticism and women's studies constituted the most important parts of the program, all disciplines considered," he says. "Now gay and lesbian studies is emerging as one of the real strengths of the company."

## An 'Activist' Orientation

Of the 100 or so books released from Routledge's New York office, Mr. Germano says nearly half deal with some question of women's identity, the history of sexuality, or gender. The press plans to publish sometime within the next two years a "reader" of essays on gay and lesbian studies, which Mr. Germano hopes will do for the field what *Cultural Studies*, a large collection that Routledge released this year to much fanfare, did for that field.

Mr. Germano says Routledge's interest in gay and lesbian studies has to do with what he calls the press's "activist" orientation. "We're looking for good books that have the capacity to create social change," he says.

Editors at other presses say the proliferation of gay and lesbian books is the nat-

ural outgrowth of the gay-liberation movement and of two decades of feminist theory, which raised new questions about how gender is "socially constructed." Others cite the support of gay and lesbian bookstores eager to stock books of interest to their clientele.

## 'Anyone Can Pick It Up'

One recent book, Lillian Faderman's *Odd Girls and Twilight Lovers: A History of Lesbian Life in Twentieth-Century America*, published by Columbia University Press, has sold more than 10,000 copies since it was published last year and is quickly becoming one of the most successful books ever released by the press. In an unusual transaction for a university press, Columbia sold the paperback rights to Ms. Faderman's book to Penguin USA, reportedly for six figures.

The success of Ms. Faderman's book far exceeded the press's expectations, Ms. Miller says. "It's the kind of book that, once someone has done it, you say to yourself, how come no one has done this before?" she says. "It has appeal for gay and lesbian readers, but anyone can pick it up and learn an enormous amount."

Ms. Faderman's book is part of a series at Columbia, "Between Men—Between Women: Lesbian and Gay Studies," which has published six volumes so far, including work by Richard D. Mohr and Judith Roof. For the fall, Columbia's lead book is *The Homosexual Photograph: Male Images from Dürer to Delacroix to Mapplethorpe*, by Allen Ellenzeig. Having a series, Ms. Miller says, serves as a signal of "real commitment by the press."

Scholars in previous generations often avoided research or scholarship on gay life and experiences—or at least waited until they had tenure before taking on the subject, Ms. Miller notes. "Generally people did their second book on gay studies," she says. "Now people are doing their dissertation on it."

Those dissertations are often the manuscripts that are most sought after by publishers.

James Woods was still a graduate student at the University of Pennsylvania when book publishers came calling. His dissertation on gay men and the workplace had caught the attention of editors, and university presses and commercial publishers alike were keenly interested in it.

## Help From an Adviser

Mr. Woods, now an assistant professor of communications at the City University of New York College of Staten Island, eventually accepted an offer from the Free Press, and his book, *The Corporate Closet*, will be released next year. "For a first-time author selling a dissertation, I thought I did really well," Mr. Woods says. "The subject is one that no one had written about substantively."

Since he had a doctoral adviser—Larry Gross, a communications professor at the University of Pennsylvania—who had done important work in gay studies himself, Mr. Woods says he experienced few of the barriers facing other scholars. "I was probably more oblivious than confident," he says. "I had never encountered anything that would give me reason to worry."

The intense competition for manuscripts has forced some presses to raise the amount of money they will advance to authors, some paying as much as \$35,000. Mr. Miller tells the story of receiving a manuscript by a sociologist and within two weeks learning that several commercial

Continued on Page A13

## 'MARVELOUS MEETING IN PRINT'

# New Two-Book Set Pairs Roland Barthes's Journals With Essay Exploring French Critic's Homosexuality

By Scott Heller

PROLIFIC AS HE WAS, Roland Barthes insisted that he could never keep a diary. "It is harder to write than to read," he wrote in 1977, during one of the few periods in which he regularly jotted down the day's events.

For the University of California Press, publishing a translation of the French writer's journals alongside an essay by D. A. Miller, a leading American literary critic, proved more complicated than expected. Mr. Miller's lengthy afterword, written to accompany the writings, was turned down by Barthes's literary executor, in large part because of Mr. Miller's discussion of Barthes's homosexuality.

Instead, the press will publish two slender books this fall: *Incidents*, a translation of Barthes's writings, and *Bringing Out Roland Barthes*, Mr. Miller's attempt to reclaim Barthes as a resource for gay people and gay-studies scholars. In a compromise, the press will publish the writings separately but also make them available as a package. Wrapped around the two books is an illustrated band. On one side is a photograph of Barthes's eyes; on the other, Mr. Miller's.

"It's a marvelous meeting in print that never took place in life," says Doris Kretschmer, California's acquiring editor in the humanities.

The press's publicity materials say that Mr. Miller "explores his own intellectual and erotic crush on Roland Barthes, a man he never met." In the essay, Mr. Miller describes the piece as an "album of moments" in an imaginary "homosexual encounter" between him and Barthes.

Mr. Miller, a professor of English at Harvard University, declined to answer questions about the essay or how it came to be published.

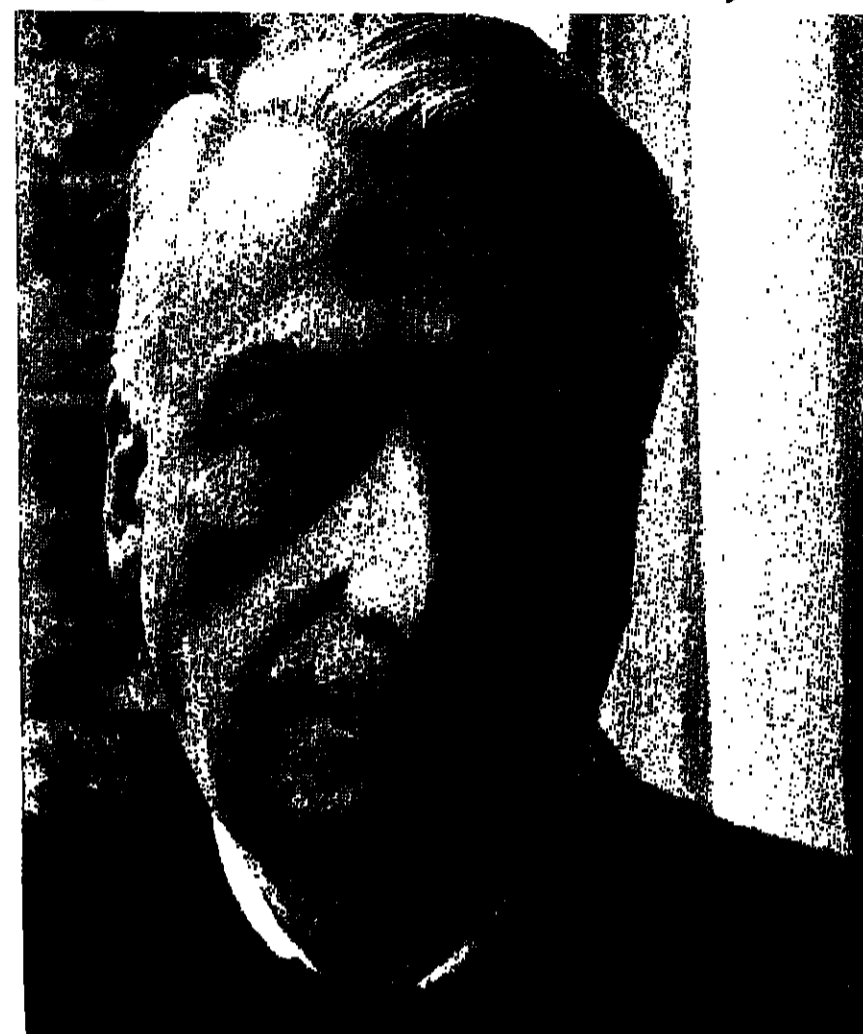
In a letter to *The Chronicle*, he wrote: "Nearly all mainstream journalism is incapable of making gay work visible except under the aegis of 'controversy.' ... In all the breeze, the attempts of gay men to voice the specificities of their experience are (once again) lost."

Born in 1915, Roland Barthes was a professor at the Collège de France until he was hit and killed by a truck in 1980. In such books as *SSZ*, *Mythologies*, and *The Pleasure of the Text*, he approaches literature and culture as systems of signs that require decoding.

## 'Theoretician of Reading'

"He became the foremost contemporary theoretician of reading as a pleasure and as a practice," says Peter Brooks, chairman of comparative literature at Yale University.

"He was one of the people who did very sophisticated studies of the popular and of everyday life," says Vincent B. Leitch, professor of English at Purdue University and author of the forthcoming *Cultural Criticism, Literary Theory, Poststructuralism* (Columbia University Press). But unlike other French thinkers of the 1960's and



Since the 1960's, Roland Barthes has been a major influence on literary and cultural critics interested in images and popular culture.

1970's, Barthes has not—until recently—been influential among gay-studies scholars, he says.

"To take him now into gay or queer theory would be an innovative move," Mr. Leitch says. "It would be a surprise, but not a shock, since most people know he was a gay man."

## Details From a Lonely Life

That was not a matter that Barthes discussed in his writings, except in the private journals, which were published posthumously in France in 1987. *Incidents* includes journal entries written in Morocco and Paris, as well as two previously uncollected essays. The journals recount details from the life of a lonely intellectual celebrity, warily eyeing young men but rarely able to achieve satisfying relationships.

"They're attempts at a kind of personal journalism he hadn't tried before," explains Richard Howard, who has translated 10 of Barthes's books, including *Incidents*.

Mr. Miller's 60-page essay is a winding meditation on his own experience as a gay man of another generation and culture. In the essay, Mr. Miller challenges Barthes's discretion about his homosexuality, which ended up making invisible a crucial component of his sensibility. Barthes has been criticized for being apolitical, especially in his later writings. "To refuse to bring Barthes out consents to a homophobic reception of his work," Mr. Miller writes. "If Barthes's reticence has successfully shielded anyone, it is his homophobic critics, who are spared having to show

how deeply their attacks are motivated by a name he never claims."

Mr. Miller finds traces of pride and even militancy in the journals, which are suffused with frustration. He also discusses Barthes's writing style, with its emphasis on surfaces and small details. "It's an attempt to talk about what gay writing is," says Ms. Kretschmer of the California press.

Francois Wahl, however, had his doubts. As Barthes's literary executor, Mr. Wahl controlled how and whether the writings were published in English.

## Essay 'Could Make Barthes Angry'

In a letter to the press, he praised Mr. Miller's essay as "brilliant and problematic, elaborate and ironic." But he argued that the essay would constrain potential readings of Barthes and would have "revolted" Barthes himself.

"The problem of Miller's text is thus clear: He proposes a reading of Barthes based on what Barthes believes to refute," Mr. Wahl wrote. "A commentary like this was one of the few things which could make Barthes angry, because he saw in it a norm that others wanted to impose on him."

The California press solicited heavyweight scholars to try to change Mr. Wahl's mind, including Mr. Howard, Denis Hollier of Yale University, and Richard Poirier of Rutgers University. "I called him up and said, 'I don't think there's anything dangerous in this,'" Mr. Howard recalls. "He felt that Barthes's books should be Barthes's own work. So they worked out a two-book solution."

For nearly 125 years, the British journal *Nature* avoided the word "billion" to prevent confusion among the journal's British readers—whose definition of a billion is really a trillion to the rest of the world.

That led to some awkward changes in the submissions of authors who had to describe the age of the earth as "4,500 million years" or the U. S. federal deficit as "\$500,000 million."

This month the editors decided to follow conventional practice. In an editorial in the July 2 issue headlined "Billion bites the dust," they announced that "*Nature* intends that a billion should henceforth mean what others intend."

Scientists shouldn't assume that other big changes are in store. "It is earnestly hoped that readers will not mistake this upheaval in editorial practice for the witless indulgence of innovation for its own sake," the editors wrote. "Rather, it is a case where tradition has been overwhelmed by others' usage."

In fact, to emphasize that *Nature* was not abandoning its stringent editorial standards, its editors noted that they would continue to eliminate the word "trillion" from the journal's copy, except in direct quotations. To British readers, a trillion is really a million billion.

"There must, after all, be some standards," the editors wrote.

She's back and as bad as ever: Just when you thought it was safe to browse at your local bookstore, *Camille Paglia* has a collection of essays coming out in September from *Vintage*.

Bringing all of her assorted writings, lectures, and odds and ends together, *Sex, Art,*

## Hot Type

and *American Culture* is a must for the Paglia completist. The paperback book includes Ms. Paglia's essays on the *Clarence Thomas-Anita Hill* battle and *Madonna*; several book reviews; and the complete version of "Junk Bonds and Corporate Raiders," a long and often blistering essay that first appeared in *Arion*, a classics journal.

The "canceled" preface to her book *Sexual Personae* also appears. *Yale University Press* chose not to include the original preface because it didn't want to add to the length of the book; that omission, Ms. Paglia says, caused "a lot of problems for me with feminists."

She adds: "The preface makes clear my commitment to feminist principles. Without the preface, you get only the criticism of feminist ideology."

Although her publisher was hesitant because it smacks of self-promotion, Ms. Paglia includes a "media history," an account of her meteoric rise to fame as well as a 10-page annotated list of every article that has ever been written about her. (Sample entry about an article in *Vanity Fair*: "Paglia attains nirvana when *Sexual Personae* is quoted on a spectacular two-page photo of *Sharon Stone*, the star of 'Basic Instinct,' spread out like a tigress.")

She includes the list because she's tired of being called a neo-conservative, among other things. "This will kill that myth forever," she

says confidently. "You will see that there's never been an article about me as a conservative. An absurd, crazy, bizarre, fast-talking, anti-establishment figure, yes."

If you were a literate Southern woman in the Civil War era, you probably read the novels of *Augusta Jane Evans*. Several were best sellers and were eventually reprinted in the North in pirated and amended versions.

Next month, *Louisiana State University Press* will reissue the original versions of two of Evans's novels, edited and with introductions by *Drew Gilpin Faust*, professor of history at the University of Pennsylvania, and *Elizabeth Fox-Genovese*, professor of the humanities at Emory University. The novels are the first by women writers to be included in the Library of Southern Civilization series at the press.

"Southern women writers, in general, supported their society," says Ms. Fox-Genovese, explaining why the pro-Confederacy novels of Evans have been slow to attract scholarly attention, even from feminists. In her nine novels, Evans defended traditional roles for women and was staunchly pro-slavery. "She's not your basic Harriet Beecher Stowe," says Ms. Fox-Genovese, who does include Evans among the best women novelists of the 19th century.

Ms. Fox-Genovese is the editor of *Benlah*, first issued in 1859. Ms. Faust has restored original, pro-Confederate passages to *Macaria; or, Altars of Sacrifice*, which was first published in 1864, and later amended for readers above the Mason-Dixon line.

## NEW SCHOLARLY BOOKS

Compiled by NINA G. AYOLUB

The following list has been compiled from information provided by the publishers. Prices and numbers of pages are sometimes approximate. Some publishers offer discounts to scholars and to people who order in bulk.

### ANTHROPOLOGY

*The Balinese Peoples: A Reinvestigation of Character*, by Gordon D. Jensen and Luh Ketut Suryani (Oxford University Press; 248 pages; \$35). A critique of the 1941 study *Balinese Character* by Gregory Bateson and Margaret Mead.

*Buddhism Betrayed? Religion, Politics, and Violence in Sri Lanka*, by Stanley Jayatilleke (University of Chicago Press; 204 pages; \$34.95 hardcover; \$14.95 paperback). Examines the role of Buddhist monks and laypeople in the violent conflict between the Sinhalese and the Tamils in Sri Lanka.

*The Evolution of the Ethiopian Jews: A History of the Beta Israel (Falasha) to 1920*, by James Quirin (University of

Pennsylvania Press; 336 pages; \$39.95). Uses both oral traditions and documentary sources to trace the origins and history of Ethiopia's Jewish community.

### ART AND ARCHITECTURE

*French Architects and Engineers in the Age of Enlightenment*, by Antoine Picon (Cambridge University Press; 432 pages; \$140). Draws on previously untranslated material in a study of the teaching and practice of 18th-century architects.

### BIOLOGY

*Newton Rules Biology: A Physical Approach to Biological Problems*, by C. J. Pennycuik (Oxford University Press; 128 pages; \$39.95 hardcover; \$19.95 paperback). Focuses on ecology in a study of the applications of Newtonian physics to the analysis of biological phenomena.

### CLASSICAL STUDIES

*Homer's Soundings: The Shaping of the "Iliad,"* by Oliver Taplin (Oxford University Press; 328 pages; \$69). Considers moral, political, and religious aspects of

the epic in relation to its composition as oral literature for performance.

### COMPUTER SCIENCE

*The Logic of Typed Feature Structures: With Applications to Unification Grammars, Logic Programs, and Constraint Resolution*, by Robert L. Carpenter (Cambridge University Press; 350 pages; \$34.95).

### ECONOMICS

*The Economics of Monetary Integration*, by Paul de Grauwe (Oxford University Press; 208 pages; \$49.95 hardcover; \$19.95 paperback). Focuses on Europe in a study of the economic advantages and disadvantages of monetary union as compared with the maintenance of separate currencies.

*The Political Economy of Poverty, Equity, and Growth: Sri Lanka and Malaysia*, by Henry J. Brulon (Oxford University Press; 432 pages; \$39.95). A comparative study of the two Asian countries.

### FILM STUDIES

*New Australian Cinema: Sources and Parallels in British and American Film*, by Brian McFarlane and Geoff Mayer (Cambridge University Press; 280 pages; \$49.95 hardcover; \$18.95 paperback). Topics include Australian and earlier British film makers' responses to Hollywood's dominance of their industry.

### FOLKLORE

*American Indians' Kitchen-Table Stories*, by Keith Cunningham (August House; 240 pages; \$25.95 hardcover; \$14.95 paperback). Edition, with commentary, of more than 200 narratives collected from contemporary Cherokee, Hopi, Navajo, Ojibwa, and other Indians.

*The Brothers Grimm and Their Critics: Folktales and the Quest for Meaning*, by Christa Kamenetzky (Ohio University Press; 377 pages; \$45). Sets the German brothers' folk tale collection

in the context of their wider scholarly work in comparative linguistics and literature.

### HISTORY

*The American Response to Canada Since 1776*, by Gordon T. Stewart (Michigan State University Press; 218 pages; \$27.95). A history of U. S.-Canadian relations.

*An African American in South Africa: The Travel Notes of Ralph J. Bunche, 28 September 1937-1 January 1938*, edited by Robert R. Edgar (Ohio University Press; 398 pages; \$40). Edition of the American scholar and diplomat's notes from a research trip.

*An American Quaker in the British Isles: The Travel Journals of Jabez Maud Fisher*, edited by Kenneth Morgan (Oxford University Press; 368 pages; \$79). Presents writings by a young Philadelphian whose father sent him to Britain in 1775 to gather information on business conditions.

*Canada's First Nations: A History of*

### Addresses of Publishers

August House, Box 3223, Little Rock, Ark. 72203  
 Barnes & Noble Books, 8075 Bollman Place, Savage, Md. 20783  
 Cambridge U. Press, 40 West 20th Street, New York 10011  
 Michigan State U. Press, 1405 South Harrison Road, Manly, Mich. 48823  
 Building, Suite 26, East Lansing, Mich. 48823  
 Ohio State U. Press, 180 Presser Hall, 1070 Carmack Road, Columbus, Ohio 43210  
 Ohio U. Press, Scott Quadrangle, Athens, Ohio 45701  
 Oxford U. Press, 200 Madison Avenue, New York 10016  
 Rowman & Littlefield, 8075 Bollman Place, Savage, Md. 20783  
 Stanford U. Press, Stanford, Cal. 94305  
 Texas A&M U. Press, Drawer C, College Station, Tex. 77843  
 U. of Chicago Press, 5801 South Ellis Avenue, Chicago 60637  
 U. of Georgia Press, Athens, Ga. 30602  
 U. of Oklahoma Press, 1005 Asp Avenue, Norman, Okla. 73019  
 U. of Pennsylvania Press, 3300 Blockley Hall, 418 Service Drive, Philadelphia 19104  
 U. Press of Colorado, P.O. Box 849, Niwot, Colo. 80544



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## NEW SCHOLARLY BOOKS

Continued From Page A10

344 pages; \$76). A study of the English prelate and scientist.

**Inessa Armand: Revolutionary and Feminist**, by R. C. Elwood (Cambridge University Press; 320 pages; \$49.95). A biography of the French-born Armand (1874-1920), who immigrated to Russia as a young woman and became an important figure in the Bolshevik movement.

**Judging New Wealth: Popular Publishing and Responses to Commerce in England, 1780-1880**, by James Raven (Oxford University Press; 344 pages; \$60). Analyzes representations of the newly wealthy in popular fiction and non-fiction literature of the period.

**Liberty, Retrenchment, and Reform: Popular Liberalism in the Age of Gladstone, 1880-1886**, by Eugenio F. Biagini (Cambridge University Press; 500 pages; \$74.95). Describes the nature of popular support for the Liberal Party of the time, and considers liberalism's relation to British radical traditions.

**A Narrative of the Life of Mrs. Mary Lyon**, by James E. Seaver, edited by June Namias (University of Oklahoma Press; 192 pages; \$24.95). Edition of the narrative of a woman who was kidnapped in 1758 at age 15 by a party of Shawnee Indians and Frenchmen and then traded to the Seneca, in whose community she married and had a family.

**The Scattering Time: Turkana Responses to Colonial Rule**, by John Lamphear (Oxford University Press; 336 pages; \$72). Describes the Turkana people's armed resistance to British colonialism in Kenya from the 1890's to Liolel Koi's surrender in 1926.

**The Texas Revolutionary Experience: A Political and Social History, 1835-1836**, by Paul D. Lack (Texas A&M University Press; 376 pages; \$39.50). Focuses on political, ethnic, and racial tensions that characterized Texas society during its war for independence from Mexico.

**A Way of Work and a Way of Life: Coal Mining in Thurber, Texas, 1888-1928**, by

Marilyn D. Rhinehart (Texas A&M University Press; 192 pages; \$39.50). Discusses the coal-mining culture in a north-central Texas company town.

## HISTORY OF SCIENCE

**The Beginnings of Western Science: The European Scientific Tradition in Philosophical, Religious, and Institutional Context, 600 B.C. to A.D. 1450**, by David C. Lindberg (University of Chicago Press; 456 pages; \$57 hardcover, \$19.95 paperback).

## LAW

**Power, Publicity, and the Abuse of Libel Law**, by Donald M. Gillmor (Oxford University Press; 240 pages; \$25). Argues for reforms in U.S. libel law to better safeguard freedom of speech and of the press, while giving plaintiffs the opportunity to respond to charges through the media; draws on data from more than 600 libel suits in the 1980's.

Ronald Dworkin, by Stephen Guest

(Stanford University Press; 320 pages; \$42.50 hardcover, \$14.95 paperback). Examines the contemporary American theorist's contributions to legal and political thought.

## LINGUISTICS

**Theory and Description in Generative Syntax: A Case Study in West Flemish**, by Liliane Haegeman (Cambridge University Press; 304 pages; \$59.95). Analyzes a Dutch dialect within the framework of "Government and Binding" theory.

## LITERATURE

**As Good as a Yarn With You: Letters Between Miles Franklin, Katharine Susannah Prichard, Jean Devanny, Madeline Barnard, Flora Eldershaw, and Eleanor Dark**, edited by Carole Ferrier (Cambridge University Press; 448 pages; \$69.95). Contains previously unpublished letters exchanged among six Australian women writers.

Aurore Laigh, by Elizabeth Barrett

**Browning**, edited by Margaret Reynolds (Ohio University Press; 692 pages; \$69.95). Scholarly edition of the English poet's 1857 semi-autobiographical verse novel; includes a full textual history, comprehensive annotation, and a critical essay.

**The Collected Letters of George Eliot**, Volume III: 1880-1888, edited by Paul F. Matthieson, Arthur C. Young, and Pierre Coussillas (Ohio University Press; 352 pages; \$55). The third book in a projected nine-volume edition of the English novelist's correspondence.

**Disjunctive Poetics: From Gertrude Stein and Louis Zukofsky to Susan Howe**, by Peter Quartermain (Cambridge University Press; 418 pages; \$47.95). Study of 20th-century American experimental poetry.

**Distingues: Reading Montaigne Differently**, by Steven Rendall (Oxford University Press; 152 pages; \$39.95). Discusses the significance of the internal contradictions in the 16th-century French writer's *Essays*.

**Exotic Women: Literary Heroines and Cultural Strategies in Anolon Region France**, by Julia V. Douthett (University of Pennsylvania Press; 211 pages; \$31.95 hardcover, \$16.95 paperback). Analyzes conveyed in representations of "exotic women" in French novel, book illustrations, and travel writing.

**George Eliot and the Conflict of Interpretations: A Reading of the Novels**, by David Carroll (Cambridge University Press; 352 pages; \$39.95). Uses Eliot's novels in an attempt to resolve the conflict between those who see the English writer as a radical Victorian thinker and those who see her as a reclusive novelist and celebrator of communal values.

**Hawthorne's Literature for Children**, by Laura Laffrado (University of Georgia Press; 176 pages; \$27.50). Describes how Hawthorne's personal experiences and the concerns of his major writings are expressed in six of his works for children from *Grandfather's Chair* (1841) to *Tanglewood Tales* (1853).

**Housman's Poems**, by John Bayly (Oxford University Press; 208 pages; \$49.95). A critical study of the English poet and scholar A. E. Housman (1859-1936); includes comparative discussion of the work of Hardy, Frost, Larkin, Paul Celan, and Edward Thomas.

**In a Shattered Mirror: The Later Poetry of Anna Akhmatova**, by Susan Amet (Stanford University Press; 288 pages; \$37.50). Shows how the Russian poet's work from the late 1930's on reflected her experience of condemnation by the Soviet press and government.

**Kingalew Amla: Modern Novels**, by Dale Sliwuk (Barney & Noble Books; 302 pages; \$48.95). A biographical and critical study of the contemporary English writer.

**Melville and Turner: Spheres of Love and Flight**, by Robert K. Wallace (University of Georgia Press; 664 pages; \$75). Explores aesthetic and stylistic links between the work of the English landscape painter and the American novelist, and describes the former's important influence on the composition of *Moby-Dick*.

**The Modernist Short Story: A Study in Theory and Practice**, by Dominic Head (Cambridge University Press; 264 pages; \$49.95). Draws on the theories of Louis Althusser and Mikhail Bakhtin in a study of short stories by Joyce, Lowry, Mansfield, Woolf, and Wyndham Lewis.

**The Poetics of the Occasional: Mallarmé and the Poetics of Circumstance**, by Marian Zwerling Sugano (Stanford University Press; 288 pages; \$37.50). Focuses on the *Vers de circonstance* and other of the 19th-century French poet's later writings.

**Strindberg's Letters**, by August Strindberg, edited and translated by Michael Robinson (University of Chicago Press; Ashland). Volume I: 1862-1892 (446 pages; \$50). Volume II: 1892-1912 (506 pages; \$50). Includes previously unpublished letters by the Swedish writer; the two volumes are available as a set for \$95.

**Time and Narrative in Stendhal**, by Benjamin McCrae Ames, Jr. (University of Georgia Press; 200 pages; \$35). Draws on the theories of Paul Ricoeur in a study of how the 19th-century French writer's concern with temporality is expressed in the different structural forms of his narrative.

## MEDICINE

**Intensive Care: Medical Ethics and the Medical Profession**, by Robert Zeeman (University of Chicago Press; 252 pages; \$29.95). Examines how medical decisions are made in American hospitals.

## Publishing

extensive-care units; based on case studies collected from 1985 to 1989.

## MUSIC

**Deconstructing Postcolonial Cultures: Phonology in the Study of Gregorian Chant**, by Peter Jeffery (University of Chicago Press; 212 pages; \$23.95). Draws links between medieval liturgical chant and processes of oral transmission in certain non-Western cultures.

## PHILOSOPHY

**The Continuous and the Discrete: Ancient Physical Theories from a Contemporary Perspective**, by Michael J. White (Oxford University Press; 368 pages; \$70). A study of three ancient models of space, spatial magnitude, and local motion.

**Plato and Aristotle: Nineteenth-Century German Social Theory and Classical Antiquity**, edited by George E. McCarthy (Oxford University Press; 379 pages; \$55 hardcover, \$22 paperback). Includes original and previously published essays on the influence of Aristotle, Epicurus, and other Greek philosophers on Marx.

**Philosophical Anarchism and Political Modernism**, by Chaim Gans (Cambridge University Press; 180 pages; \$45). Uses examples from Israeli political culture to explore general philosophical issues of people's responsibility for their legal and political system.

**Plato's Virtue: Aristotle on the Relation Between Happiness and Prosperity**, by Stephen A. White (Stanford University Press; 300 pages; \$37.50). Sets the Great philosopher's notion of the relationship between virtue and happiness in the broader cultural context of his age.

**Reading from the Heart: A Feminist Perspective on Bible**, by Rita C. Munyan (Woman & Littlefield; 183 pages; \$14.95 paperback). Describes "ethic of care" as a moral philosophy; builds on the theories of Carol Gilligan and Nel Noddings.

**Tudor's Philosophical Study**, by C. A. I. Coady (Oxford University Press; 38 pages; \$39.95). Considers how reason can be justified as a source of knowledge.

## POLITICAL SCIENCE

**Labour and the Political Economy in Israel**, by Michael Shalev (Oxford University Press; 416 pages; \$69). Focuses on laborers' influence on Israeli economic policy.

**A Politics of Tensions: The Articles of Confederation and American Political Ideas**, by Robert W. Hofferth (University Press of Colorado; 232 pages; \$29.95). Analyzes the political theory behind the Articles of Confederation.

## PSYCHOLOGY

**Religious Objects as Psychological Structures: A Critical Integration of Object Relations Theory, Psychoanalysis, and Judaism**, by Moshe Haloni (Syracuse University Press; 242 pages; \$37.50). Links psychology's object-relations theory with the Jewish ethical and legal system known as Halakha.

## RELIGION

**The Shores of the Blessings: Women's Religions Among Pagans, Jews, and Christians in the Greco-Roman World**, by Ross Shepard Kraemer (Oxford University Press; 288 pages; \$24.95). Examines the religious lives of Christian, Jewish, and other women from the fourth century B.C. through the late Roman Empire.

**John Owen and His Doctrine of God**, by Stephen Bevan (Cambridge University Press; 180 pages; \$44.95). A study of the Scottish theologian who lived from 1660 to 1699.

**Tragedy and Biblical Narrative: Arrows of Ambiguity**, by J. Cheryl Exum (Chicago University Press; 234 pages; \$49.95). Uses approaches from the study of tragedy to analyze stories about David, Jephthah, Saul, and other biblical figures.

**Tupacquel: Life and Lyrics**, by William J. Jackson (Oxford University Press; 420 pages; \$24.95). A biographical and critical study of the Indian musician and critical study of the Indian musician and writer who lived from 1767 to 1847.

## SOCIOLOGY

**From Another Place: Migration and the Politics of Culture**, by Gillian Bottomley (Oxford University Press; 200 pages; \$49.95). Examines the experiences of migrants and other non-English-speaking migrants in Australia.

**On the Margin of Capitalism: People**

## From Margin to Mainstream: Books in Gay Studies

Continued From Page A9

presses were bidding for it in the six figures, thereby eliminating Columbia's chances at acquiring it.

Other editors cite similar experiences, saying they are increasingly losing good books to commercial publishers who have the financial wherewithal to pay more. "We have gone after books in this area as hard as we go after anything," says Leslie Mitchner, executive editor at Rutgers University Press, adding that her press has consid-

erately seen those books go to commercial houses.

"It's becoming difficult for us to get the books we want," she says. "We're trying very hard and not getting the books we want." Still, Rutgers will release two books in the next two years on gay and lesbian issues. The first, *Apocalyptic Overtures: Sexual Politics and the Sense of an Ending*, is by Richard Dellamora, and the other, *Gay and Lesbian Issues in Film and Visual Media*, is a collection of essays.

**"Courageous" Editors**

George Chauncey, an assistant professor of history at the University of Chicago, is one of the authors whose book—an adaptation of his dissertation on the gay-male subculture of New York—was bid-

on by both university and commercial presses. This despite the fact that he was advised that to write his dissertation on gay history would be "suicidal." BasicBooks will release the book in 1994.

Mr. Chauncey credits certain editors, such as Doug Mitchell of the University of Chicago Press, for taking early chances with unpopular work. In 1980 Chicago published a ground-breaking book by John Boswell, *Christianity, Social Tolerance, and Homosexuality*, that went on to sell some 65,000 copies.

Now, Mr. Chauncey says, publishing a gay-studies book will virtually guarantee that a press will double its sales. "Even so, some of those editors were really courageous," he says.

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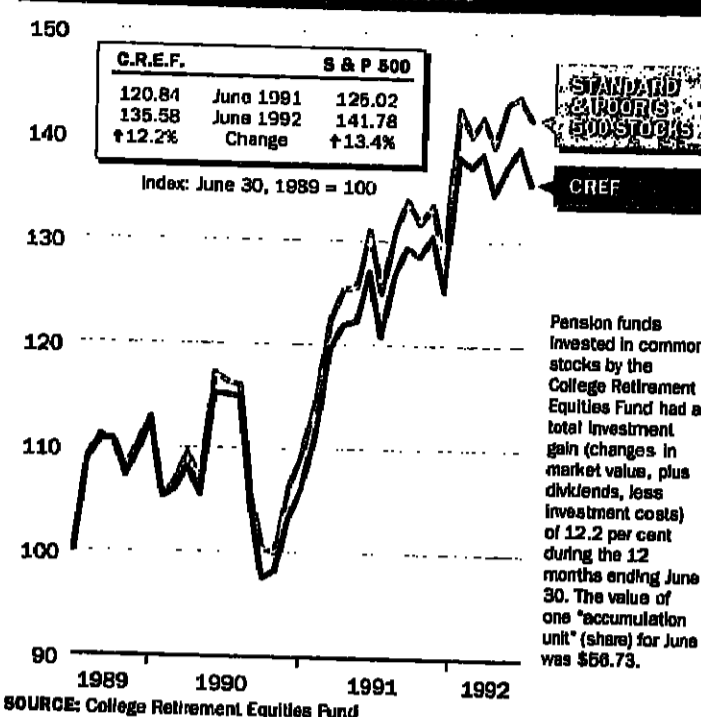
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## Trends and Indicators

## Pension Money in the Stock Market



## Employment Outlook, 1990 to 2005

Major occupations	1990	2005	15-year increase
Executive, administrative, managerial	12,451,000	15,866,000	27%
Professional specialty	15,800,000	20,907,000	32
Technicians	4,204,000	5,754,000	37
Marketing, sales	14,088,000	17,489,000	24
Administrative support, clerical	21,981,000	24,835,000	13
Service	19,204,000	24,808,000	29
Agriculture, forestry, fishing	3,506,000	3,665,000	5
Precision production, craft, repair	14,124,000	15,909,000	13
Operators, fabricators, laborers	17,245,000	17,981,000	4
Total	122,673,000	147,191,000	20

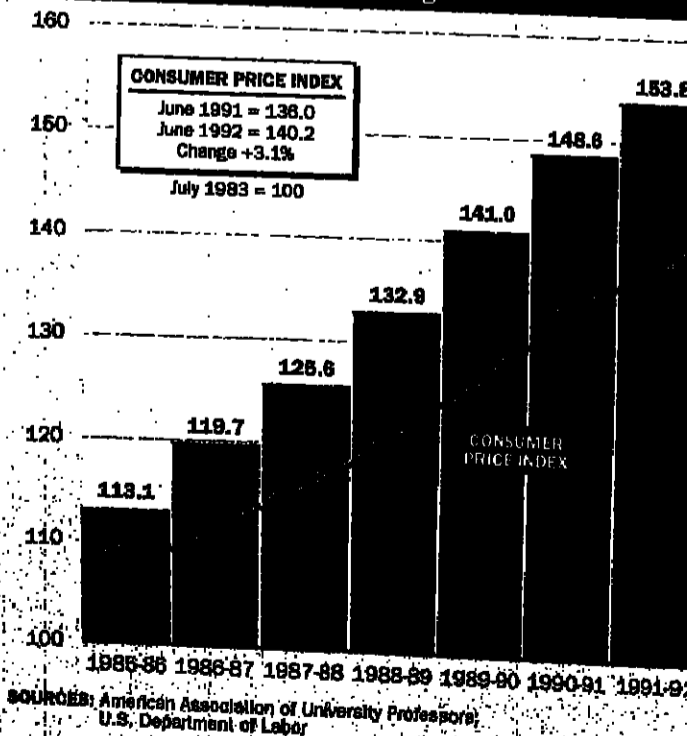
  

Related occupations	1990	2005	15-year increase
Education administrators	348,000	434,000	25%
Teachers			
Pre-school, kindergarten	425,000	598,000	41
Elementary	1,362,000	1,675,000	23
Secondary	1,280,000	1,717,000	34
Special education	332,000	467,000	41
College	712,000	846,000	19
Teacher aides	808,000	1,086,000	34

Note: The employment projections for 2005 are based on the assumption of "moderate" economic growth.

SOURCE: U.S. Department of Labor

## Faculty Pay and the Cost of Living



## THE CURRICULUM

- A twist for Goucher College's new cognitive-studies major
- Hollins College offers master's program in children's literature

Goucher College gives a humanistic twist to its new cognitive-studies major, which it distinguishes from cognitive-science programs that emphasize psychology and computer science.

The college will urge majors to take courses on the sociology of knowledge, hermeneutics and deconstruction, and historical linguistics. Undergraduates will study the universal aspects of such cognitive processes as learning and memory, as well as their social and cultural dimensions, says Larry Bielawski, director of the new interdisciplinary program.

"We study epistemology, the acquisition of knowledge, more than cognition, the mind as computer," says Mr. Bielawski, professor of information technology.

Twelve core courses will be re-

quired for the new major, which will go into place this fall. Mr. Bielawski says the major will prepare students for graduate work. Students who want to work in software development and related fields are encouraged to major jointly in cognitive studies and computer science, he says.

During her lifetime, Margaret Wise Brown, an alumna of Hollins College, could hardly have imagined serious academic study of books like her children's classics "Goodnight Moon" and "The Runaway Bunny."

This summer her alma mater introduced the nation's first master's-degree program which includes both the study and writing of children's literature. Hollins is

also home to *Children's Literature*, the leading scholarly journal in the field.

The Hollins Summer Institute in Children's Literature is made up of six-week sessions that include courses on the history and criticism of children's literature and film. Another course this summer deals with how to write novels for young adults.

To complete the master's degree, students will have to take eight courses and write a thesis or creative work.

This year, five full-time students are enrolled. Amanda Cockrell, who directs the institute, said the summer schedule would make it easier to draw teachers and children's librarians to the institute, which is modeled after the college's graduate program in creative writing.

—SCOTT HELLER

## Psychology Association Accredits U. of North Texas Program

DENTON, TEX. Although an accrediting team of the American Psychological Association recommended that the clinical-psychology program at the University of North Texas be placed on probation, the association last month granted it full accreditation for another two years.

The APA had delayed its final decision on the clinical program for three months to allow a second accrediting team to review it—an unusual action, some observers said.

## Program in 'Turmoil'

The first team's report, which was obtained by *The Chronicle*, cited "considerable turmoil" in the program and recommended a two-year probation. The second team's report was not available.

Accreditation status was one of many controversies surrounding the program for the past year (*The Chronicle*, February 26). Some students and professors criticized the APA for continuing to accredit a program they said was plagued with problems. Some were particularly angry that the program's director had been demoted after completing a harsh assessment of the program for the accreditors.

Despite the APA's recent decision, it did not extend accreditation for the typical five-year period. Blaine A. Brownell, the university's provost, said the APA's final decision was fair. "I can only thank the accrediting agency for not taking the easy path," he said, adding that the first team had been faced with an "intense campaign" by a group of students and faculty members who opposed the program's accreditation.

## An Unusual Rejection

Other observers inside and outside the university suggested that the APA had indeed taken the easy way out by avoiding the issue of probation. Currently only one of 171 clinical-psychology programs accredited by the APA is on probation.

Elizabeth M. Altmaier, chair-

woman of the APA's accreditation committee and a member of the second team that reviewed the North Texas program, said that while it was "unusual" for the committee to reject a site team's recommendation, it was not unheard of. At its March meeting, the committee deferred decisions until June on 4 of the 41 programs it had reviewed. Of those four, which included the North Texas program, the committee eventually rejected the site team's recommendations for two.

Sheila R. Deitz, a professor at

the University of Denver's School of Professional Psychology and a member of the first visiting team, said she believed that her team had conducted a thorough review.

Nonetheless, she said she was "impressed" that the APA had sent in a second team to review the program, which she said was dealing with "a lot of complex issues."

Kenneth Polite, a professor at the Illinois School of Professional Psychology who headed the first visiting team, would not comment.

—COURTNEY LEATHERMAN

## NEW BOOKS ON HIGHER EDUCATION

It may be necessary to add state tax to the cost of books listed below. Discounts may be available to scholars and to people who order in bulk.

**Academia's Golden Age: Universities in Massachusetts, 1845-1870**, by Richard M. Freeland (Oxford University Press, 200 Madison Avenue, New York 10016, 332 pages; \$49.95). Traces the history of the state's colleges and universities during a period marked by such paradoxical phenomena as an increase in the diversity of student populations and a decrease in the differences among institutions; includes portraits of Boston, Brandeis, Harvard, Northeastern, and Tufts Universities, as well as Boston College, the University of Massachusetts, and the Massachusetts Institute of Technology.

**Developing New and Junior Faculty (New Directions for Teaching and Learning No. 50)**, edited by Mary Deane Sorcinelli and Ann E. Austin (Jossey-Bass Publishers, 350 Sansome Street, San Francisco 94104; 104 pages; \$14.95 prepaid). Presents essays on recent research concerning new and junior faculty members, and programs and strategies to support faculty development.

**Directory of RN to BSN Programs: 1992** (American Association of Colleges of Nursing/American Nurses Association, available from American Nurses Publishing, Publications Distribution Center, P.O. Box 4100, Kearneyville, W. Va. 25430; 335 pages; \$17.95, plus \$3 for shipping). Includes state-by-state information on programs for registered nurses pursuing the bachelor's degree at 501 colleges and universities.

**Graduate Curricula in Educational Communications and Technology: A Descriptive Directory**, edited by Jenny K. Johnson (Association for Educational Communications and Technology, 1025 Vermont Avenue, N.W., Suite 820,

Washington 20005; 413 pages; \$24 for APA members, \$36 for non-members, plus \$3 for shipping). Discusses nearly 200 U.S. and foreign institutions that have master's and/or doctoral programs in educational communications and technology.

**Higher Education in Israel: A Guide for Overseas Students** (Council for Higher Education in Israel, available from University Student Department/American Zionist Youth Foundation, 110 East 59th Street, Third Floor, New York 10022; 160 pages; \$5 prepaid). Offers information on degree and non-degree programs at Israeli colleges and universities.

**Learning Skills for College and Career**, by Paul I. Hettich (Brooks/Cole Publishing Company, 511 Forest Lodge Road, Pacific Grove, Cal. 93950; 343 pages; \$25 prepaid). A guide for students.

**Perspectives on Faculty Roles in Nursing Education**, edited by Lynne Brodie Welch (Praeger Publishers, Greenwood Publishing Group, 88 Post Road West, Box 5007, Westport, Conn. 06881; 148 pages; \$42.95 prepaid). Includes essays on such topics as minority-student recruitment, factors affecting tenure attainment for nursing-faculty members, and the roles of nursing-school deans.

**Strengthening Research in Academic OB/GYN Departments**, edited by Jessica Townsend (National Academy Press, 2101 Constitution Avenue, N.W., Washington 20418; 309 pages; \$50 prepaid). Discusses the need to recruit and support more researchers in obstetrics and gynecology, and to pursue new strategies for funding in those fields.

**Wesleyan University, 1831-1910: College Enterprise in New England**, by David B. Poits (Yale University Press, 92A Yale Station, New Haven, Conn. 06520; 383 pages; \$35). Sets the Connecticut university's history in the context of economic, educational, religious and urban developments in 19th- and early 20th-century America.

## On Line

A team of four U.S. students will go for the gold this week at the 1992 International Olympiad in Informatics in Bonn.

The team includes Shawn Smith, a freshman at Rice University, and three seniors from high schools in North Carolina. It's the first team from the United States to compete in the annual computer-programming event, in which entrants from 50 countries will take part.

For the computer Olympics, each team member will try to solve two algorithmic problems on a personal computer. The individual scores will be combined for a team score. The first, second, and third-place teams will receive medals.

The U.S. team was organized by Don Piele, an associate professor of mathematics at the University of Wisconsin-Parkside. To locate students for the competition, he contacted high schools and colleges over the Internet, a network of computer networks.

In addition to the experience of competing, Mr. Piele says, the computer Olympics offers students from all over the world "a rare opportunity to meet and exchange ideas and perhaps e-mail addresses, all in the hopes of forming lasting friendships."

The National League for Nursing plans to establish an electronic data base with information about every accredited nursing school in the country.

The Nursing Information Exchange will be accessible by computer and modem over a toll-free telephone line to faculty members, students considering nursing as a career, and professional nurses seeking more education. The league expects the exchange to be operating by 1994.

Claire Fabin, the league's president, says the exchange is a response in part to recommendations from the Commission on the National Nursing Shortage, which found that lack of information about educational programs was contributing to the shortage of nurses. With the exchange, she says, "information on these programs will be more accessible."

The Nursing Information Exchange will be supported by a \$2.1-million grant from the Helene Fuld Health Trust.

The Internet Society provided a status report on the global computer network last month at a conference in Kobe, Japan.

Almost 25 years after the Internet was created, it includes 7,500 separate networks. More than 4 million people have access to the system on about 1 million computers. Use of the Internet nearly doubles every year.

The Internet Society was established last year as a professional support group to help networks develop compatible technologies.

"It has simply transformed our lives,"

## Information Technology

## Vast Electronic Catalog Transforms Research on the 18th Century

Materials in data base range from weighty to whimsical

By Beverly T. Watkins

Curiosity is one of the permanent and certain characteristics of a vigorous mind.

—Samuel Johnson

RIVERSIDE, CAL. IF SAMUEL JOHNSON, the 18th-century essayist and lexicographer, were alive today, he would be intrigued by the "Eighteenth-Century Short Title Catalogue." With that electronic bibliography at the University of California at Riverside, he could quickly satisfy his curiosity about hundreds of thousands of authors and works.

Dr. Johnson would be able to search a data base containing descriptions of almost all the materials printed in Great Britain and her colonies, as well as all materials in English printed anywhere in the world from 1701 to 1800. If he searched the catalog by author, using his own name, he would find out within five seconds that it has 366 records under "Johnson, Samuel."

## Books, Monographs, and Ephemera

The short-title catalog, the largest such bibliographical collection anywhere, contains 315,000 machine-readable records for books, monographs, and ephemera. It includes the locations of all original and microform copies, also, so scholars will know where to find a work.

The materials range from the weighty to the whimsical. Scholars can find several editions of the Bible, Acts of Parliament, papers from sessions of the House of Commons, and sermons printed in Glasgow, as well as all known publications by established and obscure figures of the Age of Enlightenment.

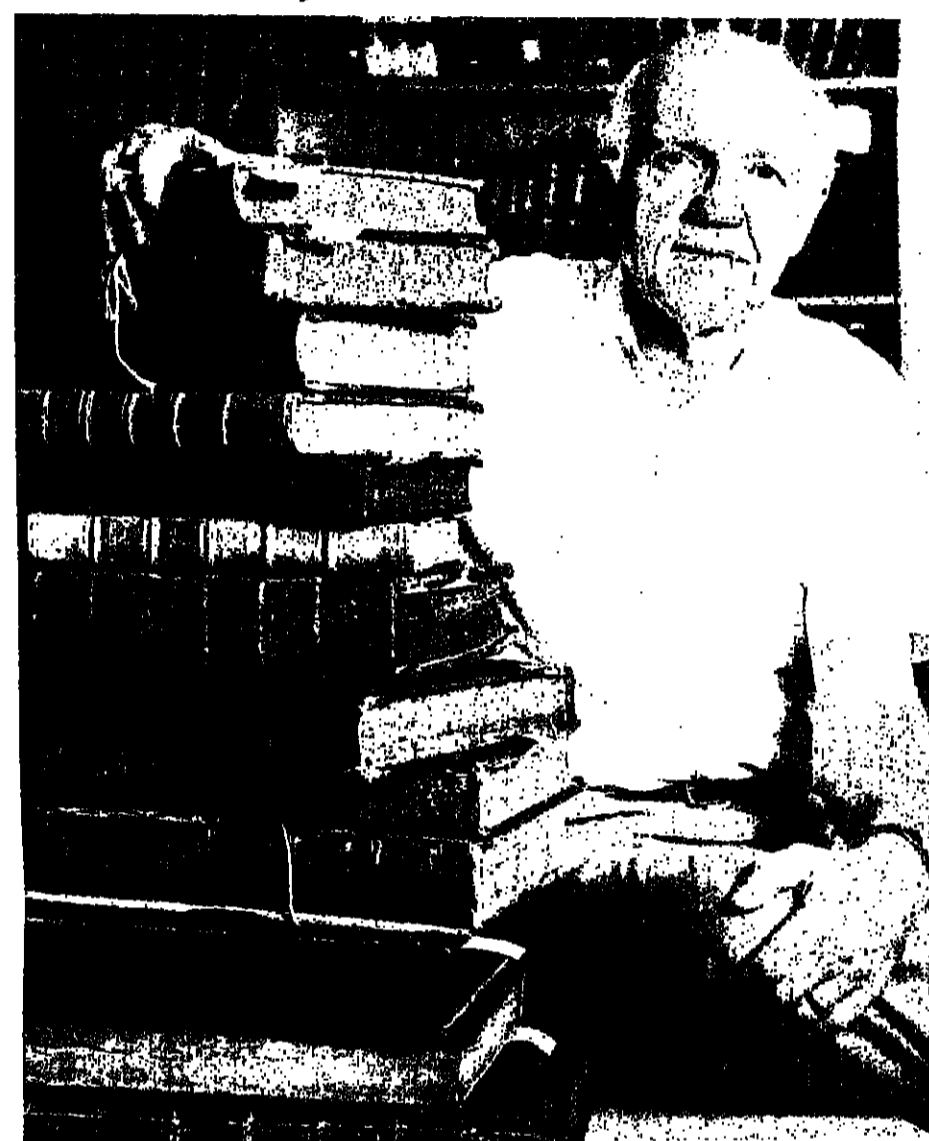
Scholars can also find an admission ticket to a Mr. Bayley's funeral in Huckney in 1793, a bulletin about "a remarkable famous pig" from Middlesex, a "man of pleasure's" calendar" listing the attributes of 75 London prostitutes, and a handbill published by a Dr. Case offering his services to "all ye that are of Venus race."

## 'One of the Great Inventions'

The "Eighteenth-Century Short Title Catalogue" is available to scholars on the Research Libraries Information Network and on the British Library Automated Information Service, called BLAIS. Two microfiche editions have been issued—the most recent one in 1990. In March, the catalog was published for the first time on a CD-ROM.

Paul J. Korshin, a professor of English who specializes in 18th-century literature at the University of Pennsylvania, calls the electronic catalog "one of the great inventions of the 20th century."

"It has simply transformed our lives,"



Henry L. Snyder: "It was impossible to catalog by older methods. The project awaited the computer." His data base contains 315,000 records.

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Stephen Weissman, the owner of Ximen Rare Books in New York, is not quite as enthusiastic. He says he sometimes finds the information in the catalog incomplete and confusing.

## Use by Antiquarian Booksellers

Mr. Weissman and other antiquarian booksellers use the data base to compare their 18th-century books with editions listed in the catalog. Finding out how many other editions still exist and their locations, he says, helps rare-book dealers to locate prospective buyers and to decide how much money to charge for books. "Sometimes, where there is more than one edition, the short-title catalog lumps them all together," he says.

Because the catalog relies on libraries for information, some records are out of date and others are missing entirely, Mr. Weissman says. "Some of the cataloging was done years ago, so it is not up to the most recent scholarship. And a lot of important things are not in there yet, because libraries have not contributed them."

Says Mr. Weissman of the short-title

Continued on Following Page

he says. "We will never be the same. If you lost everything in a research file and you could remember just one thing—the author, title, subject—you could find out all the rest. You don't have to look at card catalogs. You can search a data base." He adds: "With the ESTC, it is possible to find anything all the time."

## Data Base Transforms Research on the 18th Century

Continued From Preceding Page  
collection, which he has used since 1983: "It's vastly imperfect, but it's better than before."

The Center for Bibliographic Studies and Research, which oversees the catalog project, is now adding materials that date to 1475, the year William Caxton introduced printing in Great Britain with movable type. By 1995, the center expects to have one gigantic bibliographical data base with

**"When the British Library is sleeping, we are cataloging. When we are sleeping, they are cataloging. When I get up, I see the new stuff."**

about 500,000 records. The all-inclusive version, which already has 20,000 records for materials published before 1701, will be called the "English Short Title Catalogue."

"With the 18th-century catalog and its expansion, we are getting the English press under control," says Henry L. Snyder, a professor of history at Riverside and the center's director.

The "Eighteenth-Century Short Title Catalogue" has become a model for machine-readable union catalogs, as well as a catalyst for other national efforts. Libraries in the Netherlands, Portugal, Spain, and Sweden have national bibliographical projects of one kind or another under way. With those, and with projects in several other European countries, Mr. Snyder says, "we have the potential for creating a European catalog."

The 18th-century on-line catalog was conceived as an extension of two widely used print volumes—the *Short-Title Catalogue*... 1475-1640, edited by A. W. Pollard and F. R. Redgrave, and the *Short-Title Catalogue*... 1641-1700, compiled by Donald Wing.

For years, scholars and librarians dreamed of a bibliographical catalog that would do for the 18th century what those earlier works had done for previous centuries, says Mr. Snyder. With the immense amount of material printed after 1700, however, a print catalog was out of the question.

"In the 18th century," Mr. Snyder says, "the number of books increased greatly with advances in printing and the end of state censorship. It was impossible to catalog by older methods. The project awaited the computer."

The project was initiated in 1976 at a conference sponsored by the British Library and the American Society for Eighteenth Century Studies. About 40 librarians, bibliographers, scholars, and computer experts gathered in London to discuss the feasibility of including all letterpress printing in a single data base.

### The Basis of the File

The next year, the British Library began the pilot project that resulted in today's catalog. Combining their printed catalogs, librarians found close to 140,000 books published in the 18th century. They made a catalog card for each and sent the collection to a data-entry service, which put the information on a magnetic tape. The British Library put the tape on its mainframe computer.

The British Library worked on the catalog alone until 1979, when the United States joined the effort.

The British Library photocopied the original cards for a North American catalog. "Those cards are still the basis of the manual file in our office," says Laura Stalker, the Riverside center's assistant director for bibliographical projects.

Adding to the electronic catalog on this side of the Atlantic required a substantial public-relations effort, says Mr. Snyder, an authority on 18th-century English history and the project's North American director. "We had to persuade libraries to give us a report on their holdings at their expense," he says. "The first year I spent a lot of time on the road giving pep talks. Everyone said, 'We can't possibly do this unless you pay us.'"

Eventually, Mr. Snyder says, a few libraries made contributions. "Then those libraries put peer pressure on others. Now, we have

contributions from more than 1,000 libraries."

Today the 18th-century catalog is a joint venture of the British Library, the American Antiquarian Society, and the University of California campus here. These organizations contribute records to one data base, which is maintained by the Research Libraries Group, a consortium of 120 academic and public libraries that is located in Mountain View, Cal.

### Searching for Materials

Records are added to the data base 24 hours a day. "When the British Library is sleeping, we are cataloging," Ms. Stalker says. "When we are sleeping, they are cataloging. When I get up, I can see the new stuff."

Over the years, the British Library has invested about \$4.8-million in the catalog project. Several American organizations, including the National Endowment for the

Humanities, have provided close to \$4-million.

Mr. Snyder has spent much of the last dozen years searching for materials for the catalog. In addition to the world's famous libraries, he has visited remote collections in Ireland, cathedrals and country estates throughout Europe, major universities and museums, and public-records offices. Most searches have yielded some previously unknown or unrecorded materials.

A canvass of the Oxford University libraries located 100,000 volumes published in the 18th century. A parish hall in Northern Ireland yielded 12,000 books, and an unrecorded English novel turned up in Estonia. A search of the 30 miles of shelves in London's Public Records Office unearthed 15,000 relevant items—two-thirds of them unrecorded.

"It's not all the great libraries that have all the big titles," Mr.

## Information Technology

Snyder says. "You can't believe the stuff that is lurking in the nooks and crannies. Little by little, we're finding it."

He adds: "After all these years, one-third of the 18th-century collection is still represented by just one copy."

**Low-Tech Procedure**  
Although the electronic catalog depends on cutting-edge technology, much of the procedure for creating it is low tech.

Every year, libraries send hundreds of thousands of duplicate catalog cards and photocopied title pages to the bibliographical center. The materials are sorted by the first letter of the title and filed alphabetically in a folder. A "matcher" checks the data base to see if the

title is recorded. If it is not, the title goes to a cataloger, who adds it to the collection.

"When the project began, about 60 per cent of the materials we received were in the data base," Mr. Snyder says. "Now we already have 80 to 90 per cent."

The electronic catalog has had a substantial impact on 18th-century research.

"The ESTC has opened up the canon at a time when the canon is being defended and ridiculed," says John Mahoney, a professor of English at Boston College.

"I have developed a great interest in 18th-century women writers, and I have a desire to widen my net to include more women writers in my courses," he says. "With the ESTC, I can see 18th-century wom-

en in their context and understand what they have written."

David Vander Meulen, an associate professor of English at the University of Virginia, says he makes discoveries in the catalog.

"One day, I came across the words 'rock salt' in a 1701 title. I did a search to see how many times 'rock salt' appeared," he says. "I found six titles, and discovered what I call the Great Rock Salt Controversy, which was a dispute over import taxes of some kind."

Mr. Vander Meulen says, "There is no other way to find things like this."

In addition to the works of major authors, the electronic catalog includes posters, like this one for a benefit circus performance.

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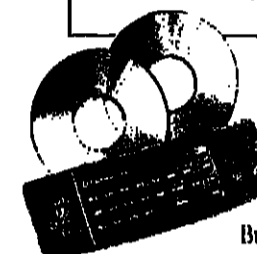
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—BEVERLY T. WATKINS

## Research Council Faults Computer-Science Programs

Computer-science departments must revamp their undergraduate curricula to produce better-qualified computer scientists for academic and industry, says a report released here last week by the National Research Council.

The report, "Computing the Future: A Broader Agenda for Computer Science and Engineering," criticizes the nation's 1,000-plus computer-science departments for a narrow perspective, disjointed programs, and, in some cases, outdated equipment. The report also scolds the departments for not offering general education for undergraduates who are not computing majors and for virtually ignoring the need for continuing education.

Academe believes that computer-science education should teach fundamental principles as a foundation, the report says, while industry believes colleges and universities should produce graduates with good communication and team skills who can apply the fundamentals to product development. The result, says the report, is an incoherent curriculum.

### 'An Enormous Impact'

"Some undergraduate programs concentrate on the intellectual framework needed to cope with rapid change and pay less attention to practical skills," the report says. "Some programs concentrate on practical skills but include enough fundamentals that the student is well prepared for the future."

"Still others have not changed their curricula for over 10 years and consequently produce students who are already behind the times when they graduate," the report says.

"The principles, viewpoint, skills, and techniques that are taught to undergraduate majors have an enormous impact on how they later practice computing, affecting programming, software engineering, and the transfer of academic research in industry," the report adds.

**"The quality of undergraduate computer science and engineering is inextricably tied to the state of computing practice."**

The report adds, "The quality of undergraduate computer science and engineering is inextricably tied to the state of computing practice in all sectors of society."

"Computing the Future" was prepared by the National Research Council's Committee to Assess the Scope and Direction of Computer Science and Engineering. It was based on interviews conducted in 1990 and 1991 with representatives from higher education, government, and the computer industry.

The chairman of the committee, Juris Hartmanis, a professor of

computer science at Cornell University, presented findings from the report at a conference held here by the Computing Research Association. The meeting was attended by the chairmen of computer-science departments at research universities.

### 'Few Prerequisites'

The report notes that computer science, although it is a relatively new and changing discipline, has many strengths. For example, it enrolls many students with the highest Scholastic Aptitude Test and Graduate Record Examination scores. And its graduate programs are highly regarded by the institutions and research laboratories that hire computing Ph.D.'s.

To strengthen the undergraduate programs, the report urges computer-science departments to integrate theory and practice. "Part of the problem is that the curriculum does not build on itself," the report says. "Too many courses have few prerequisites and are devoted to studying artifacts rather than establishing foundations and teaching enduring principles."

The typical undergraduate program includes a large number of systems courses—operating systems, data-base systems, data communication, graphics, and so on. "The challenge is to teach both the science and the engineering in more comprehensive courses unfettered by this taxonomy," the report states.

Correcting the imbalance between discrete mathematics (which includes logic, set theory, and graph theory) and continuous mathematics (which includes calculus, differential equations, and statistics) would improve computer science, according to the report. "As discrete mathematics has found its way into the computer-science and engineering curriculum, continuous mathematics has been slighted," the document says. "This is unfortunate, because continuous mathematics is essential in important subfields, such as performance analysis, computational geometry, numerical analysis, and robotics."

### Call for Continuing Education

"Computing the Future" acknowledges that some computer-science departments have outmoded systems simply because they can't afford anything better. However, it says, "without suitable, up-to-date equipment and software, it is impossible to expose students to concepts and environments that will affect all aspects of future practice."

To keep the country's 800,000 computer specialists up to date, particularly those responsible for designing, programming, testing, and maintaining software systems, the report says computer-science departments must start working with universities and industry to develop continuing-education programs.

The 278-page report is available for \$24.95 from the National Academy Press, 2101 Constitution Avenue, N.W., Washington 20418; (800) 624-6242.

—BEVERLY T. WATKINS

## The Learning Society: Smart Lines: A Conversation with Diane Ravitch (Part II)

By Bernard R. Gifford, Ph.D.  
Apple Computer, Inc.



After two decades in education, I'm a pro at acronyms. Give me a series of initial caps, and I'll reel off fundable morphemes with the best of 'em. Right now I'm involved in Project WATCH: Write A Technology Column Habitually.

But even I was awestruck by the name of the project that my old friend Diane Ravitch described to me when I interviewed her recently in her capacity as assistant secretary of education. It's called SMARTLINE, and it stands for Sources of Materials And Research about Teaching and Learning for Improving Nationwide Education.

SMARTLINE is a proposed electronic network that would give educators and consumers easy access to a wide range of on-line information about improving teaching and learning. The plan has been advanced by the federal Office of Educational Research and Improvement, which Diane heads, and reflects her long-standing commitment to linking research and practice. I asked her to tell me about the plan.

DR: We want to provide an information highway that is accessible to every school and to anyone who has a modem. SMARTLINE will bring into everyone's reach anything they ever wanted to know about teaching and learning, so that parents—as well as students, teachers, principals, and researchers—can ask for information and get it.

BG: What has the response been?

DR: People are very excited about SMARTLINE, because we can promise that it will open the door to all kinds of communication: to conferences for teachers, conferences for researchers, conferences for urban superintendents; and so on.

At the same time, people are starting to offer ideas for databases that we can put together. For example, we can create a database of federal RFPs, so that at any moment a school superintendent, a principal, or a teacher can turn to SMARTLINE to find out what grants are available right now for their districts or schools. That in itself would be a tremendous service, because most people have a hard time getting this information.

So when I go out and talk about SMARTLINE, people get very excited about it. In fact, their second question is: "When will you have it?" But we need congressional appropriations to make it happen. On one hand, we run into tremendous enthusiasm; but on the other hand, we hear: "We can't do this, because not everyone can afford a modem and not everyone has a computer."

BG: So the issue of equity becomes a barrier. But of course, we can't talk about technology in the schools without acknowledging inequities.

DR: Of course. Right now, rich districts are getting on-line computer systems, putting in fiber-optic cables, and connecting to systems run by the district, the city, or, in some cases, even the state. What we have now is a system that's growing up with tremendous inequities.

BG: But you're saying that we won't remedy inequalities by blocking progress.

DR: That's right. I think the national highway system is a good metaphor. The state of educational technology now is something like the state of our roadways before there was a national highway system. Some districts have paved roads and other districts have dirt roads and others have no roads at all. And so you have people saying, "Well, not everyone has a car, so why build a national highway system?"

We're hearing arguments today that would be similar to those made by somebody in 1910: "Well, we know that we can invent an automobile, but it really wouldn't be fair because most people can't afford an automobile."

In my view, you can't stop technology—it just moves forward whether you like it or not. The issue is not whether you should make it happen, because it will happen anyway. The issue is how you design technology and how you shape it so that there is equity and there is a good system to which people have access.

BG: And that's your hope for SMARTLINE.

DR: People will have access to SMARTLINE. In one recent congressional hearing, someone said: "In New York City we can't afford computers. We don't need a system like this." Well, someone on my staff called and found out that the public schools in New York City own 40,000 computers.

You'd be amazed how many times I've been told by members of Congress or by other people that our schools don't have computers—it isn't true. Or they say that our schools don't have modems. I say, if you need information and the only thing that's standing in your way is spending \$80 for a modem, that's not a very big barrier.

BG: So you're confident that SMARTLINE will happen.

DR: I think all of this is going to happen—information networks, distance learning, and interactive hypermedia. It's inevitable. And with the increasing availability of computers, change will not take as long as it has in the past. After all, ten years ago the technology that we have today was unthinkable.

I've reproduced just a portion of my conversation with Diane, but I hope you've caught the drift. Drift. Come to think of it, that's not a bad acronym. Project DRIFT: Diane Ravitch Interview—Finishing Touches. Wonder if anyone will fund it...

## Information Technology

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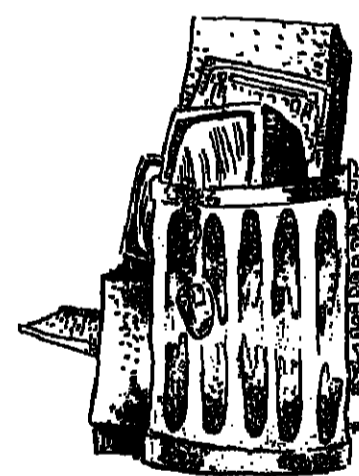
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## Ways & Means

Despite all the rhetoric about supporting education this election year, lawmakers are expected to propose a \$100 decrease in the maximum Pell Grant.

That is the scuttlebutt among higher-education lobbyists who have been snooping for the details of an education-appropriations bill that a House subcommittee approved this month behind closed doors. The bill is expected to be made public this week, when the full Appropriations Committee considers it.

Lawmakers had warned that it would be difficult for them to maintain the current maximum of \$2,400 under constraints imposed by a 1990 budget agreement between Congress and the White House.

Their efforts were also hampered by the Education Department's request for \$1.5-billion to pay for Pell Grant shortages from the 1991 and 1992 fiscal years.

The proposal to reduce the Pell Grant to \$2,300 for the 1993-94 academic year would take it back to the amount that was available in the 1990-91 academic year. The Senate has not yet developed its version of the appropriations bill.

Just weeks after a U.S. Supreme Court decision that some educators feared would lead to threats to public black colleges, a Mississippi legislator has suggested that the state close "unproductive" colleges, citing historically black Mississippi Valley State University.

State Sen. Jim Bean, during a meeting of the Universities and Colleges Committee of the state Senate, said the college turns out too few graduates to justify its \$15-million annual cost.

"If one university can produce a bachelor's degree for a certain amount, and another is three or four times that amount, then it seems something is wrong," he said in an interview.

But Roy C. Hudson, vice-president for administration at Mississippi Valley, said the college's 1991-92 state appropriation, at \$7.09-million, represented 3 per cent of the state's higher-education spending.

"It's preposterous to try to attribute the state's financial problems to the Valley," Mr. Hudson said. "I can't see anything but a deliberate attempt to discredit this institution."

The Supreme Court, in sending the Mississippi case back to federal district court, cited several areas for review, including whether the state should merge or close some of its eight universities.

Mr. Bean contends that if Mississippi Valley is closed, its 2,000 students probably will go to college elsewhere—a supposition that many supporters of Mississippi Valley say is not correct.

"But if the end result was that some 2,000 students were denied higher education, then I would not support it," Mr. Bean said.

## Government & Politics

### Democratic Platform Ignores Grants for College Students

But, in accepting nomination, Clinton calls on nation to throw open college doors

By Goldie Blumenstyk

THE PLATFORM adopted here last week by the Democratic National Convention addresses many higher-education issues, with one notable exception: grants for college students.

At previous Democratic conventions, the platform, notably that of 1984, specifically pledged to support more grants for needy students and fellowships for scientists.

Authors of the 1992 platform and some of the politicians who endorsed it here said the omission did not mean the Democratic Party was backing off its support for such spending as it moved to project a more centrist image to attract middle-class voters.

#### Focus on New Ideas

They said they wanted the platform to feature new ideas, like Bill Clinton's proposal to allow all students to borrow money for college and then repay it either as a

percentage of their income or through national service. Congress has approved loans for all students as part of the reauthorization of the Higher Education Act, but it rejected proposals to replace the current loan programs with either income-contingent or national-service programs.

"It's not specific, because you can't get specific on all subjects," said Gov. Roy Romer of Colorado, who co-chaired the committee that wrote the platform. He noted that the platform's sections on defense restructuring, employee education, and its call for new apprenticeship programs reflected continued interest in postsecondary education. "I think it's fairly strong on education," Governor Romer said.

Education lobbyists said they had been assured by the Clinton campaign that, as President, their candidate would strongly back Pell Grants and other forms of student aid, just as he had backed state programs as Governor of Arkansas. "I sat on the drafting committee. We discussed it a

lot," said Rachelle Horowitz, political director of the American Federation of Teachers and a delegate.

She said that Clinton campaign aides wanted to highlight the national-service loan program because it was new and "clearly something that was resonating out there" on the campaign trail.

#### "You Must Do Your Part"

In his acceptance speech, Mr. Clinton pushed the idea. In his prepared remarks, he called for "an America in which the doors of college are thrown open once again to the sons and daughters of stenographers and steelworkers. We'll say: Everybody can borrow the money to go to college. But you must do your part. You must pay it back—from your paychecks or, better yet, by going back home and serving your communities."

Not everyone was pleased with the grant omission, or satisfied that the loan proposal

Continued on Page A26

## Convention Notebook

NEW YORK Leaders of the College Democrats of America say students have a lot to be excited about with a Presidential ticket of Bill Clinton and Al Gore.

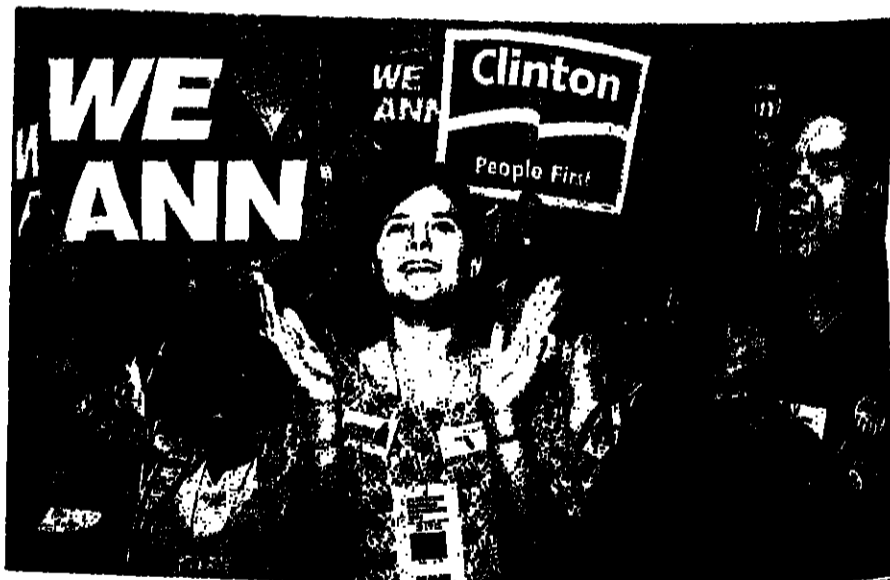
The organization, which has 50,000 members on 450 campuses, is planning a Victory Vote campaign for the fall that will focus on issues, voter registration, and getting out the vote. About 300 students attended the convention as aides and also participated in several seminars on campaign tactics.

Jamie Harmon, president of the group and a junior on leave from Harvard University, said he thought students would be especially attracted to the ticket because the candidates are identified with such issues as the environment, abortion rights, and making student loans more widely available.

Mr. Harmon added that a ticket headed by two baby boomers would have "generational" appeal.

Not all of the 40 or so delegates identified as students were gung ho for Bill Clinton. Holly Ramsey and Trace Trylko, delegates from Florida and students at the University of Central Florida, said they were much more impressed with Paul Tsongas, the former U.S. Senator from Massachusetts who dropped out of the race. The two met Mr. Tsongas when he came to their campus during a state Democratic convention, later campaigned for him, and then were elected Tsongas delegates.

"I liked the way he tied economic issues



Holly Ramsey, the Florida student who introduced Paul Tsongas to the convention.

into education," said Ms. Ramsey, a sophomore majoring in political science. Ms. Ramsey introduced Mr. Tsongas to the convention as "the candidate who lit the fire for me and thousands of people like me."

Mr. Trylko, a junior majoring in radio and television, said the Arkansas Governor seemed to have "more glitz" than substance. While he said "Bill Clinton and Al Gore are a far superior ticket to George Bush and Dan Quayle," Mr. Trylko said the challenge for the candidates would be to keep away from such unimportant issues as Willie Horton and flag burning.

"To students, it's the three E's: the economy, education, and the environ-

ment," said Mr. Trylko. "If you speak issues, not just young people but all people will tune in."

In his emotional address to the convention last week, the Rev. Jesse Jackson, predictably, took plenty of shots at the Bush Administration. But he also criticized an unlikely target: the National Collegiate Athletic Association.

Mr. Jackson's dart came as he told a story about an athlete he said he had encountered recently at a South Carolina college. The athlete, he said, was accompanied by his sister, who was a dwarf.

The athlete, according to Mr. Jackson,

### Education-Related Planks in the Democratic Party's 1992 Platform

**Education:** A competitive American economy requires the global market's best educated, best trained, most flexible work force. It's not enough to spend more on our schools; we must insist on results. We oppose the Bush Administration's efforts to bankrupt the public school system—the bedrock of democracy—through private school vouchers.

To help children reach school ready to learn, we will expand child health and nutrition programs and extend Head Start to all eligible children, and guarantee all children access to quality, affordable child care. We deplore the savage inequalities among public schools across the land, and believe every child deserves an equal chance to a world-class education.

We support education reforms such as site-based decision-making and public school choice, with strong protections against discrimination. We support the goal of a 90-per-cent graduation rate, and programs to end dropouts. We will invest in educational technology, and establish world-class standards in math, science, and other core subjects, and support effective tests of progress to meet them.

In areas where there are no registered apprenticeship programs, we will adopt

a national apprenticeship-style program to ease the transition from school to work for non-college bound students so they can acquire skills that lead to high-wage jobs.

In the new economy, opportunity will depend on lifelong learning. We will support the goal of literacy for all Americans. We will ask firms to invest in the training of all workers, not just corporate management.

**Student aid.** Over the past 12 years, skyrocketing costs and declining middle-class incomes have placed higher education out of reach for millions of Americans.

It is time to revolutionize the way student-loan programs are run. We will make college affordable to all students who are qualified to attend, regardless of family income.

A Domestic or Bill will enable all Americans to borrow money for college, so long as they are willing to pay it back as a percentage of their income over time or through national service addressing unmet community needs.

**Research and development.** We will rebuild America by investing more in transportation, environmental tech-

nologies, defense conversion, and a national information network.

To begin making our economy grow, the President and Congress should agree that savings from defense must be reinvested productively at home, including research, education and training, and other productive investments. This will sharply increase the meager 9 per cent of the national budget now devoted to the future.

We will take back the advantage now ceded to Japan and Germany, which invest in new technologies at higher rates than the U.S. and have the growth to show for it. We will make the R&D tax credit permanent, double basic research in the key technologies for our future, and create a civilian research agency.

**Defense restructuring.** Departing military personnel, defense workers, and defense support personnel will have access to job retraining, continuing education, placement and relocation assistance, early retirement benefits for military personnel, and incentives to enter teaching, law enforcement, and other vital civilian fields. Redirected national laboratories and a new civilian research agency will

put defense scientists, engineers, and technicians to work at critical civilian technologies.

**Space.** We will strongly support our civilian space program, particularly environmental missions.

**Civil rights.** We support affirmative action, stronger protection of voting rights for racial and ethnic minorities, including language access to voting, and continued resistance to discriminatory English-only pressure groups.

We will reverse the Bush Administration's assault on civil rights enforcement, aggressively prosecute hate crimes; strengthen legal services for the poor; protect against xenophobia for our citizens; provide civil rights protections for gay men and lesbians and an end to Defense Department discrimination.

**Arts.** We believe in public support for the arts, including a National Endowment for the Arts that is free from political manipulation and firmly rooted in the First Amendment's freedom of expression guarantee.

had told recruiters he would only attend a college that gave a scholarship to his sister as well as to him. But the NCAA, according to Mr. Jackson, said colleges could not give scholarships to both. As a result, he suggested, the athlete passed up a shot at big-time sports glory to stay near his sister at a smaller college.

A spokesman for the NCAA, Jim Marchiony, denied Mr. Jackson's story as fictional. "With all due respect to Mr. Jackson," Mr. Marchiony said, "the NCAA does not tell universities to whom they can and cannot give financial aid." Any NCAA college, he said, could have given the athlete's sister an academic scholarship or need-based assistance.

Mr. Jackson's spokesman said he could not identify the college or the athlete cited by Mr. Jackson.

Journalists outnumbered the delegates here by about three to one, so it was probably appropriate that some of the college students seeking a true "convention experience" were working as reporters.

Among them were eight students from the Columbia University Graduate School of Journalism, working out of a makeshift bureau in a borrowed town house for newspapers around the country.

"We really felt like this was an event we couldn't miss," said Lauren Coleman-Lachner, who with classmate David Hochman contacted the newspapers that would use their convention dispatches.

The students covered stories about

women's issues, how the Democratic Party was trying to attract young voters, and the experience of delegates from their papers' home states. Jeffrey Zack, assigned to a California newspaper, followed one of the few suspenseful stories of the convention—whether and when Jerry Brown would be allowed to address the delegates.

While the delegates were celebrating their party and their ticket, a historian from Yale University, Steven M. Gillon, was offering a few thoughts about the Democratic Party's past electoral failures.



Columbia's Journalism School had a role.

Mr. Gillon is the author of *The Democrats' Dilemma: Walter Mondale and the Liberal Legacy*. The book, published by Columbia University Press and featured at a reception held just a few doors away from the convention headquarters of the Democratic National Committee, focuses on Mr. Mondale as "a prism for understanding the travail of the modern Democratic party."

With access to Mr. Mondale's papers and cooperation from several of his key advisers, Mr. Gillon said he had traced Mr. Mondale's career from 1964, when he arrived in Washington to replace Hubert H. Humphrey in the Senate, to 1984, when he was "repudiated in a massive conservative landslide."

"In a political sense, it's a story of decline," said Mr. Gillon, an associate professor of history.

The book also highlights several dilemmas that Mr. Gillon said the party would have to resolve to regain success. Among them: finding a way to build multiracial support without alienating white suburban voters, and finding a way to attract corporate and middle-class support while still "representing the interests of people who are poor and left out of the system."

Mr. Mondale, who attended the reception, said he found the book tough but fair. "We know progressive Democrats have had a tough time with their message," he said.

Bill Clinton has attracted considerable support from unions, including the Nation-



Walter Mondale talks with Steven M. Gillon.

al Education Association and the American Federation of Teachers (AFT-CTO), which together represent about 162,000 college faculty members. More than 371 of the convention delegates were NEA members, while an additional 100 or so were members of the AFT.

Another union backing Mr. Clinton was the Service Employees International Union, with 36 delegates. The union represents about 25,000 faculty members, including the California Faculty Association, and 20,000 to 30,000 people employed in clerical or support positions on public and private campuses throughout the country.

Martin Block, assistant dean of the School of Education at San Diego State University and an SEIU member, said one of the reasons he was backing Mr. Clinton was that he believed a Clinton Administra-

Continued on Page A26

## Poor Management of Supercollider Could Cost Millions, Auditors Warn

By KIM A. McDONALD

WASHINGTON

An audit of the Superconducting Supercollider by the Department of Energy has concluded that the agency's construction of the particle accelerator has been hampered by poor management that, if uncorrected, could lead to hundreds of millions of dollars in cost overruns.

A 38-page report of the audit, released last week by department Inspector General John C. Layton, came at a particularly inopportune time for proponents of the \$8.25-billion scientific project.

Last month the House of Representatives voted to terminate construction of the controversial project near Dallas. Within the next few weeks, the Senate is expected to decide whether to follow suit and end the government's \$1-billion investment in the project.

### 'Documented Proof'

Rep. Sherwood L. Boehlert, a New York Republican who is a critic of the supercollider, predicted the report would help to kill the project in the Senate.

"A year ago, 37 Senators voted against the project when we only had fears there were problems," he said. "Now we have documented proof."

Proponents disagreed, noting that the problems identified by the

report had already been corrected by managers at the SSC Laboratory.

"The report says nothing new, nothing that hasn't been responded to by the management of the laboratory," said John H. Marburger, III, president of the State University of New York at Stony Brook and chairman of the board of Universities Research Association, a consortium of 79 universities that is managing the project. "I certainly don't see any cause for alarm. In a project of this size and complexity, I think these are minor issues."

The audit covered the period from September 1989 to December 1991, a period when Energy Department officials publicly ac-

knowledgeed problems with the project's construction and the potential for cost overruns—both of which, they say, have since been dealt with.

Mr. Layton emphasized in his report that auditors had found that the tasks at the supercollider were "generally being accomplished in a professional manner and the quality of construction is good."

Nevertheless, his main conclusions appear to bolster the arguments of Mr. Boehlert and other critics, who have contended that the project will cost far more than the \$8.25-billion promised and is being managed poorly by the Universities Research Association,

### Government & Politics

which oversees the project's main subcontractor, Parsons Brinckerhoff / Morrison Knudsen, or PB&M.

According to the audit, the cost of designing three of the research buildings at the supercollider laboratory was nearly twice as high as estimated. The design of one of those facilities, the magnet development laboratory, initially estimated at \$700,000, ended up costing \$1.7-million, the report says. The audit also found that about \$28.8-million in program management and administration expenses that were not included in the project's estimate had been charged to the government.

The report blamed the cost overruns on "the lack of strong program management at the SSC Laboratory, which resulted in numerous design changes, unapproved annual work plans, excessive program management and administrative

"I certainly don't see any cause for alarm. In a project of this size and complexity, I think these are minor issues."

live costs, and a cost-type subcontract which provides little incentive to keep costs down."

"These problems have been aggravated by a less than harmonious relationship that has developed between the SSC Laboratory and PB&M—a relationship that is blocking progress in getting costs under control," the report said. "If these conditions are not corrected," it noted, the \$127-million estimate for the design and engineering of the laboratory's buildings "could be overrun by at least \$264-million."

Mr. Boehlert said the report "confirms our worst suspicions. The management hasn't had this project under control and costs are climbing."

Officials of the Department of Energy, who learned of the report's conclusions last December and began correcting the problems then, assured lawmakers that that hadn't happened and that the project's overall cost would not rise.

In a letter sent last week to Sen. J. Bennett Johnston, the Louisiana Democrat who chairs the Senate Appropriations subcommittee with jurisdiction over the Energy Department, Energy Secretary James D. Watkins wrote that agency officials were "in complete agreement with the recommendations and have taken corrective actions."

Because of those actions, he added, "our preliminary estimates indicate that the cost increase will not exceed \$50-million."

Mr. Watkins said that increase was expected to be offset by the savings obtained from contracts for the construction of the supercollider's tunnels and shafts that are coming in below estimates.

Edward J. Siskin, general manager of the SSC Laboratory, said a total of \$46-million had already been saved from four contracts to construct 28 per cent of the supercollider's 54-mile-long tunnel.



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## THE CHRONICLE OF HIGHER EDUCATION

# Section 2

July 22, 1992

## Anthropology's Lessons for Cultural Diversity

The discipline can help to redefine current debates

By Annette B. Weiner

THE ACRIMONY generated by the current debates over multiculturalism has created extreme positions in academe. At one extreme is the view that we should teach only the history and values of Western civilization; at the other is the notion that we should focus chiefly on the origins and histories of particular ethnic groups. Those who refuse to subscribe to either position seem strangely paralyzed and silent. It is imperative that we find intellectual models that support cultural diversity without erecting battle lines that discourage understanding and tolerance and that breed racism.

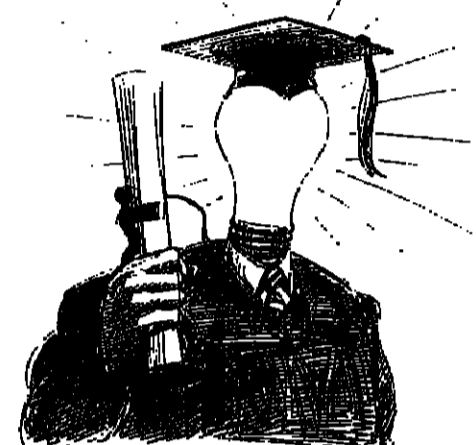
The discipline of anthropology has much to offer to this discussion, having emerged at the turn of the century in the midst of similar and even more virulent racist struggles, in which a majority of white, Anglo-Saxon Americans maintained that race determined a person's intellect, physical characteristics, and behavior. It was Franz Boas, the founder of American anthropology, who articulated the challenge of understanding cultural diversity with his radical, new definition of culture—which sought to demonstrate that no national or racial group was superior to any other.

Yet anthropology's insights into studying and representing multiple cultural identities, without intensifying national and partisan views, are ignored by most participants in today's debates. As the multicultural controversy has gained increasing public attention, anthropologists have remained silent—perhaps discouraged by the simplistic assumptions about cultural identity promulgated by those on the right and the far left.

In the 19th century, "culture" was commonly defined by scholars who studied evolution, such as Herbert Spencer, Lewis Henry Morgan, and Edward B. Tylor, as a synonym for Western civilization. Their framework for conceptualizing human differences was an evolutionary one, in which they assumed that all humanity must pass through developmental stages—beginning with "savagery," progressing to the more advanced level of "barbarism," and culminating in contemporary Western "civilization." One of Boas's goals was to disprove, through empirical research, the racism inherent in this conception. He sought to demonstrate that cultures are too complex to be placed on a single, one-directional evolutionary scale.

First he established that "race" does not determine behavior; then he showed that cultural and biological contacts between groups discredit any notion of either a "pure" race or a pristine culture. In the process, Boas gave the study of culture a radical new meaning—the holistic, historical study of multiple cultures, without imposing a value structure that saw Western cultures as the ultimate goal. This perspective is still the basis of our understanding of

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## Anthropology's Lessons for the Debates on Cultural Diversity

Continued From Preceding Page

Boas's work was not simply academic; it brought him into direct confrontation with the then-dominant nature-nurture controversies, some of which provided supposedly "scientific" validation of the racist attitudes and practices of the time. In the United States, with the influx of millions of immigrants from Southern and Eastern Europe and an expanding African-American population in urban areas, widespread political support existed for the idea that most human behavioral differences were rooted in biological or racial inheritance.

The Ku Klux Klan had more than four million members, many from upper-middle-class families. President Theodore Roosevelt warned "native Americans" (and he did not mean Native American Indians!) that they must have more children

to combat the disintegration of American racial purity, which he thought would threaten the American way of life. So pervasive were fears about racial purity that in 1920, a distinguished assembly of physicians and surgeons meeting in Atlantic City voted to establish an international registry of perfect human beings.

**B**Y FAR the strongest of these political forces was the Eugenics Movement, led by Charles Davenport, whose goal was to eradicate negative hereditary characteristics, such as "feeble-mindedness," prostitution, and criminality in America's white Anglo-Saxon and African-American populations. Davenport advocated state-enforced sterilization as a way to build up "good stock" and discourage "bad stock" from reproducing. To further protect America's racial purity from the rising numbers of Eastern and Southern European migrants to the United

States, Davenport organized a powerful lobby to help smooth the passage of the Immigration Act of 1924, one of the most restrictive and discriminatory immigration statutes ever enacted in this country.

Against this background, Boas argued that race was a pernicious and inaccurate way to describe differences among cultural groups. Drawing on the results of his early research on Southern European immigrants and their children in New York City, as well as on his later study of children's growth and development in New York's Hebrew Orphan Asylum, Boas showed how social and cultural environments influenced people's physical and mental characteristics.

Boas also combated popular beliefs about the innate inferiority of African Americans. Using the powerful tools of scientific knowledge and all the prestige that science carries, he contended that blacks in the United States have the same intellectual potential as whites. He further contended that anthropological studies of African Americans must place them within their larger social and cultural environments and recognize their individual histories.

In his ethnographic and linguistic research with American Indian groups on the Northwest coast, Boas found evidence of complex histories that demonstrated frequent borrowing of cultural practices by neighboring groups. These data demonstrated how two different Indian groups assimilated certain of each other's beliefs,



"The challenge remains to foster multiple ways of understanding cultural differences."

technologies, possessions, and even language, yet still retained their own individual cultural identities. Boas insisted that both the plasticity and persistence of cultural traits had to be accounted for in cultural studies.

As potentially profound as these observations were, Boas's battle to end ethnocentrism and foster respect for cultural diversity was fraught with difficulty. In the aftermath of World War I, the United States was faced with an economic depression and high inflation that exacerbated deep-seated fears that minority populations—ranging from Italian, German, and Polish immigrants to native-born African Americans—would undermine America's cultural identity.

The fear that ethnic minorities would subvert "American" values and institutions helped to mobilize large segments of the population into nativist, Anglo-Protestant movements. This crusade to produce people "100 per cent American" was launched across the country in schools,

churches, and government agencies. Its message spread widely as intensive educational campaigns by teachers and social workers forced immigrants to renounce their own "strange" customs and languages and to accede to "Americanization."

American history was reconstructed with the publication of unprecedented numbers of biographies of cowboys and pioneers—America's new heroes. Religious sermons and town meetings became opportunities for people in positions of influence and power to enunciate a common American "civil religion," with the American flag as the sacred symbol of allegiance. Difference, it seemed, should—and could—be made to disappear.

**I**RONICALLY, Boas's insistence on the human capacity to adopt other people's cultural values and traditions—an important premise in his battle against racism—was turned against the acceptance of ethnic and racial pluralism. Public schooling, for example, was used to enforce assimilation of ethnic minorities into the dominant American culture. The most extreme case was that of Native Americans who, forcibly removed from their parents' homes to government-run boarding schools, were schooled only in English and punished for speaking their own languages.

Such practices flew in the face of Boas's insistence that people's traditional beliefs and customs must be respected and that, even if they adopt some "American" customs, people still strongly honor their own cultural identities. Even today, many educators, social workers, and politicians continue to misunderstand this critical need for individuals to maintain multiple cultural identities.

In essence, the earlier nativist movements that produced the politics of Americanization remain with us in the fears expressed by the political right over America's loss of a mythic single cultural identity. But, in practice, the political right now is joined by those on the far left, who ironically are building societal models as intolerant as the dominant American political tradition that they oppose. The radical Afrocentric views of some academics today take us back to those 19th-century, one-directional models of evolutionary development that saw all culture evolving out of the Nile Valley; such models close out the possibility of building a multicultural society.

Today, the political implications of these intolerant attitudes go beyond the curriculum and the classroom as we see tensions among local, ethnic, and regional groups reaching global proportions. To educate young people for today's world, we must use a multicultural perspective—what it means to be black in the United States, for example, must be understood in the context of what it means to be black in West Africa, the Caribbean, and the South Pacific.

It is time for anthropologists to help other scholars redefine multiculturalism as a movement that finally takes us beyond the ethnocentrism and fear that so deeply shaped the history of this country. The challenge remains—as it was in the 19th century—to foster multiple ways of understanding cultural differences, thus creating a more equitable society without feeding the forces of racism and ethnocentrism once again.

Annette B. Weiner is president of the American Anthropological Association and dean of the Graduate School of Arts and Sciences at New York University.

OPINION

OPINION

## LETTERS TO THE EDITOR

### Debating the 'Myth' of Standard English

To THE EDITOR: Dennis Baron's article "Why Do Academics Continue to Insist on 'Proper' English?" (Opinion, July 1) maintains that "Upon close examination standard English is a myth. . . . He is 'myth-taken' for the following reasons:

1. Extending equality of acceptance to diversity of race, gender, age, and ethnicity should not automatically lead to acceptance of diversity of language for all occasions. Professor Baron fails to consider the propriety of various levels of usage for different situations. Profanity and obscenity may be acceptable in a barbershop or in a dialectical exchange between a baseball player and an umpire, but not in a church sermon. Analogously, "they was" may be "standard" English in a colloquial setting, but not in a context where "proper" English is expected—as in expository college essays. Obviously, standards should vary with the situations—as Professor Baron, perhaps unintentionally, admits when he writes that "language generally conforms itself to situation."

2. The extension of some "rights" to students does not mean the extension of all rights—including "language rights." Their "right" to use "they was" stops where my corrective red pencil begins.

3. The attempt to extinguish solecisms does not automatically lead to inhibiting creativity—nor does the allowance of language diversity necessarily produce student brilliance of thought. It wasn't Mark Twain's mis-spellings that energized his genius, but his satiric proclivity.

4. I do not know of any teachers who consider "subject-verb discord . . . pathological," nor do I consider a buzzing fly in my room a cause for emotional misanthropy, but it is a nuisance.

And finally, if Professor Baron is so enamored of language diversity, why is his article a paragon of "proper" English?

MILTON BIRNBAUM  
Professor of English  
Dean of School of Arts and Sciences  
American International College  
Springfield, Mass.

To THE EDITOR:

As Dennis Baron, I two am mistaken by all the insistence on proper English. If the other person no's what you mean who care if a few words are misspelled, "punctuations are random," or some arcane rules of grammar is violated.

JAMES CICARELLI  
Dean of Williamson School  
of Business Administration  
Youngstown State University  
Youngstown, Ohio

To THE EDITOR:

I suppose it had to happen! Dennis Baron appears as the advocate for diversity in English and asks why academics insist on "proper" English when we all know that language is constantly changing and change is always for the better.

The example that Baron cites—the use of "they was," is certainly a valid one; what he ignores is the serious decline in student ability to use the English language for its intended purpose, namely clear and accurate communication. Words, like whales, are becoming extinct and we are all the poorer for it. Let me cite just a few of the more common errors of

my students, drawn from the top 10 percent of high-school students. *Disinterested* has given way to *uninterested*; *comprise* and *compose* have been collapsed into a single meaning, thus losing a subtle but important distinction between wholes and parts. The past tense of the verb, *to lead*, is now *lead*, which often creates considerable confusion. The distinction between *its* and *it's* has been lost in written discourse. The phrase "fermenting rebellion" has recently turned up in a book I reviewed.

I can only speak for myself, but these are errors that are intolerable if we are to preserve the ability to communicate with any degree of precision and accuracy. If we do not police the language, no one will, and, as George Orwell pointed out a generation ago, debased language leads to debased and manipulative politics. Only if we academics accept our responsibility by grading our own students' papers carefully will scholarship, as it has been known for the past 200 years, survive. If I may paraphrase the delightfully meaningless metaphor in your *Marginalia* column of the July 1 issue, only when we do our duty will the Academy remain an oasis in the rising sea of illiteracy!

L. PEARCE WILLIAMS  
Professor of the History of Science  
Cornell University  
Ithaca, N.Y.

To THE EDITOR:

As a folklorist who teaches composition, I have often struggled with the dilemma addressed by Dennis Baron. I believe the terms "good" and "bad" English are based on ill-formed snobbery. I am distressed by students who won't speak up in class, for fear of dropping an ending or using a double negative. To this end, I make clear, early in each course, that our different dialects, accents, and regionalisms are rich and valid parts of culture and identity.

Still, we live in a world where people place value judgments on manners of speech. We are pigeonholed as urban or rural, black or white,

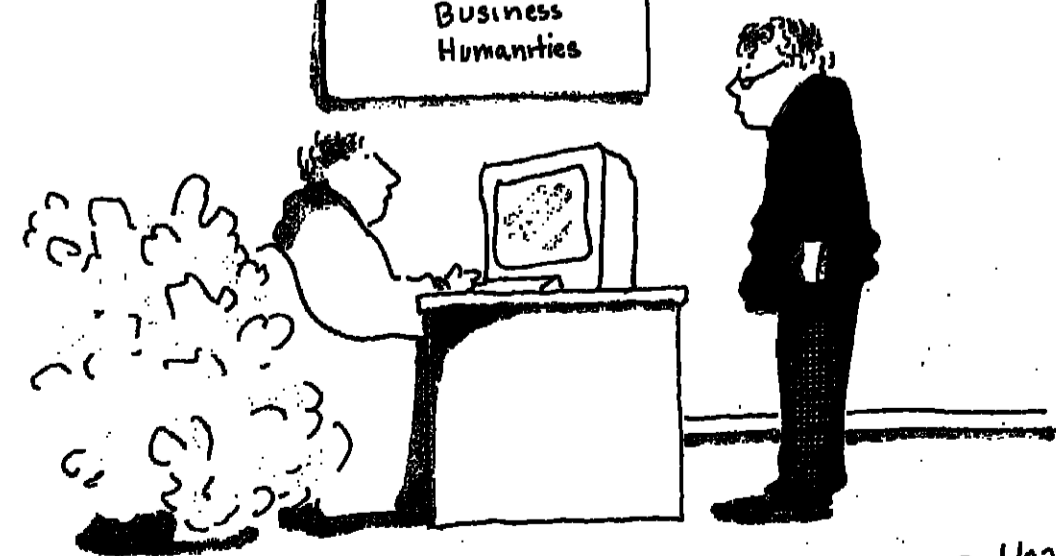
educated or uneducated, by our use of grammar and diction. In an unbiased world, this would pose no problem. Unfortunately, like the people who call Dennis Baron's radio program, many of my students' future instructors, employers, correspondents, and clients may have their own preconceptions about language. Even in Italy, where the dialect seems to vary from one train station to the next, each region considers its



way of speaking to be the standard, and the others to be somehow backward or amusing. For this reason, I insist that my students learn to use standard (not "proper") English, if only as a second language. It is a valuable skill to be able to write a letter or article saying only what you intend to, without telling the reader about your social, geographic, or ethnic origins.

To illustrate the cultural biases present even in the most progressive groups, I present my classes with essays using various kinds of diction and slang and ask them to make sup-

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"Anglo-Saxon England, if I may be so bold to suggest, is not electronically friendly."

provided new words and constructions that become part of standard English.

KELLY AVERILL-SAVINO  
Part-Time Instructor in English  
University of Toledo  
and Owens Technical College  
Toledo, Ohio

### Yale's press and 'Gay Ideas'

To THE EDITOR:

"Too hot to handle?" That's how your piece on Richard D. Mohr's *Gay Ideas: Outing and Other Controversies* and its reception by scholarly presses begins (Hoi Type, June 17). But, if the story was so hot as to require feature placement, why was its unnamed author too busy or too indifferent to check with the named presses?

The article claims that "despite rave reviews by outside referees," eight presses, Yale among them, "passed up" the book. Scholarly publishing, like much of life, is more complicated than that. I can't speak for the other presses, but I can report that our reviews were not raves; they were balanced and nuanced in the best scholarly tradition. They commended the considerable strengths of Mr. Mohr's manuscript and warned against its drawbacks. We weighed those judgments with great care in reaching our decision. It wasn't easy, and it wasn't taken lightly.

Now, Mr. Mohr has found in Beacon Press a first-rate publisher. The editors there, acting in the finest liberal tradition, have chosen to bet on the book's strengths and to take their chances with its liabilities. Fine. Let's hope they will find printers willing to print it, booksellers willing to display it, and a *Chronicle* willing to review it without prejudice and after checking the facts.

JOHN G. RYDEN  
Director  
Yale University Press  
New Haven, Conn.

### Pitfalls in evaluating tenured faculty

To THE EDITOR:

Patricia A. Hollander's piece, "Evaluating Tenured Professors" (Point of View, June 17), cannot be allowed to pass without comment.

The administrations of many universities appear to be concerned about the prospect of aged professors continuing to hold tenured positions at their institutions long after their useful lives are over. Brandishing pictures of universities as old-folks homes, the administrators are devising plans to create evaluations for tenured professors, the periodic performance reviews that Hollander advocates, that will make it easier to secure terminations for cause, especially the cause of "unsatisfactory performance." Do they think anyone is really fooled by this?

To my knowledge, no research has shown that faculty have any intention to spend the rest of their lives behind the desk. In fact, the figures I have seen indicate that most faculty hope to retire while they still have the strength to pursue other interests. In the absence of data supporting the administrators' stated purpose of removing senile professors who stubbornly cling to their posts, these periodic performance reviews must be seen as an assault on tenure itself.

All faculty who have endured it know that the tenure-review process is highly subjective despite its cloak of objectivity. The stated duties of a professor (teaching, research, student advising, committee work, com-

Continued on Following Page

## Letters to the Editor

Continued From Preceding Page  
 munity service, etc.) actually take more time than any one person has. Those who ultimately achieve tenure manage to find a balance that fits the priorities of their institutions. But no one has the time to excel in all areas, making it possible to find an excuse to terminate almost anyone who has somehow offended the powers that be.

Now Hollander would like this process to follow us throughout our careers. If tenured faculty are to be subjected to the same performance reviews as untenured faculty with the same outcome for an unsatisfactory result, what does "tenure" mean?

Tenure gives faculty the freedom to pursue unpopular and unfundable research topics and to invest time in projects that can be expected to yield results only over the long term. By definition, research launches us into the unknown; some projects may not even yield results at all. Constant productivity reviews will have a chilling effect if they force faculty to construct safe little projects with guaranteed and therefore trite short-term results. But these same reviews will enable administrators to unload highly paid senior faculty, especially those who for some reason are not personal favorites, and to replace them with cheaper untenured labor.

Let's see some figures on the likelihood that the end of mandatory retirement will create an aged and incompetent professoriate before we allow administrators to use it as a Trojan horse to launch an attack on tenure.

ANN W. BRITAIN  
 Associate Professor of Anthropology  
 University of Miami  
 Coral Gables, Fla.

## TO THE EDITOR:

In her call for post-tenure performance evaluation, Patricia A. Hollander expresses what many believe to be an inevitable consequence of legislation banning mandatory retirement. Her arguments are sound. As in other work settings, the best protector of the unproductive or incompetent in academe has been the *pro forma* or inconsistent evaluation record that more often than not fails to withstand the legal challenge to a proposed dismissal.

But the essay leaves me disquieted, with a fear that in adopting more of a management culture, we are losing something valuable from our academic culture. It is not the

evaluations *per se*, it is their stated purpose. Renewal, retraining, redirection must come before removal and retirement. And resources that are dedicated to supporting the development of those faculty identified by new evaluation processes as unproductive or "disengaged" would communicate most clearly to faculty the administration's concern for individual as well as institutional interests.

This must be the framework upon which improved and expanded evaluation procedures are based. Failures of the new system may still be candidates for removal "for cause," but as a secondary resort and with the institution having a stronger legal case.

ROBERT F. JONES  
 Assistant Vice-President  
 for Institutional and Faculty Policy Studies  
 Association of American Medical Colleges  
 Washington

Access to education  
for the people of Detroit

## TO THE EDITOR:

The misinformation in the letter by Robert Pedersen of West Virginia University at Parkersburg in your June 10 issue should be corrected ("Community Colleges as Paths to Bachelor's Degrees," Letters to the Editor). His opinions about diversion of students and public policy are his own, and he is entitled to them, but when he cites Wayne State University as historical evidence for his argument, he is simply guilty of erroneous assumptions.

Mr. Pedersen states: "As Wayne State matured and adopted the norms of the American research university, access for the people of Detroit was diminished."

The evidence shows quite the opposite, as Mr. Pedersen would have discovered had he investigated. First, Mr. Pedersen did not report in his letter that Wayne State's transition from a junior college to a research university was the result of a conscious historical decision by the Michigan Legislature. Detroit has no other research university. In the 1950's, the state government concluded that it was essential to have a major research university, with graduate and professional programs, in the industrial area of southeast Michigan. Wayne State was transferred from the jurisdiction of the Detroit Board of Education to the state government. Within a few years it be-



THE CHRONICLE OF HIGHER EDUCATION

"Emphasizing teaching is great. It's being evaluated that I don't like."

came a constitutional university with the same status as the University of Michigan and Michigan State University, and it was designated as a research institution with special emphasis on urban concerns.

Second, Mr. Pedersen has apparently not studied the role of Wayne State University in providing access to students from metropolitan Detroit. At Detroit Junior College (which began as something of a feeder school for the University of Michigan), enrollment the first year was 300 students and did not reach 2,500 students until it was expanded to a four-year college in 1923. As campus historian Leslie Hanawalt notes in his book, *A Place of Light*, in 1921 campus officials "urged the Board to authorize a third year's work because 150 graduates were ready, of whom sixty could not afford to go elsewhere to college; but the Board did not move."

The evidence shows quite the opposite, as Mr. Pedersen would have discovered had he investigated. First, Mr. Pedersen did not report in his letter that Wayne State's transition from a junior college to a research university was the result of a conscious historical decision by the Michigan Legislature. Detroit has no other research university. In the 1950's, the state government concluded that it was essential to have a major research university, with graduate and professional programs, in the industrial area of southeast Michigan. Wayne State was transferred from the jurisdiction of the Detroit Board of Education to the state government. Within a few years it be-

is likely to be much more substantial than that reported by the American Association of University Professors in its "Annual Report on the Economic Status of the Profession" ("Faculty Salaries Rise 3.5%; Small Increase in 20 Years," April 22) or of the College and University Personnel Association's annual faculty salary surveys ("Business Professors Become Top Wage Earners at Public Universities, Supplanting Engineers," June 10).

The reason for this is that neither the AAUP nor the CUPA studies gather data on extra professional earnings, information obtainable only by surveying faculty members rather than institutions. Extra earnings could prove to be even more seriously curtailed as a result of the recession than base salary.

The only source reporting extra professional earnings was a study conducted in 1987-88 by the National Center for Education Statistics of the U.S. Department of Education, the "1988 National Survey of Postsecondary Faculty" ("New U.S. Survey Assesses a Statistical Portrait of the American Professoriate," February 7, 1990).

Those survey figures showed the following averages for full-time regular faculty in public and private institutions: basic salary from institution, \$39,439; extra earnings, \$9,262; total earnings, \$48,701; extra earnings as a percentage of basic salary, 23.5 per cent.

The sample included over 400 public and private institutions and over 8,000 full-time and part-time faculty. This study will be repeated later this year, enabling comparisons to be made of base salaries, extra earnings, and total earnings at about the time of the onset of the recession (dated from the October 1987 decline in the stock market) and since the recession.

There are two points to be made. First, the 23.5 per cent of extra income far exceeds the 3-to-7-per-cent salary increases of recent years and could also be sharply curtailed given the present environment of recession and retrenchment.

Second, since those working on an 11- or 12-month annual contract are usually administrators and non-teaching professionals, it is unlikely that they have the time available to earn as much extra income.

Is a sharp reduction in faculty's extra earnings likely to take place? While a full assessment must await the outcome of the next survey, a few observations can be made.

First, the 1987-88 study showed that for all faculty, including those in private and public institutions and those who are academic administrators, almost 40 per cent (38.7 per

cent) of extra earnings came from their own institution. In contrast, faculty in public institutions whose responsibilities were normally teaching... almost 75 per cent of their extra earnings were from their employing institution, making them much more susceptible to the possibility of a decline...

To address severe financial shortfalls at the University of the District of Columbia, for example, there were no salary increases this year, and opportunities to teach extra courses during the academic year were curtailed. In addition, chairmen who in the past had received from 15 to 20 per cent of base pay for summer were denied this pay this year. The summer program was also sharply curtailed, depriving many faculty of employment that many had come to expect...

This does not bode well for the teaching community and the prospect of attracting and retaining the most capable faculty. To many faculty, important incentives to enter teaching in higher education rather than take employment in the private sector or government (frequently better compensated) included the flexibility of being required to work only a 9-month or 10-month year, the opportunity to earn extra income when needed, the freedom to pursue one's own professional interests, and the desire to teach and to do research in their fields. These incentives are being rapidly eroded.

The disincentives to continuing employment as faculty in public higher education will be greatly increased as earnings are eroded and will be compounded even more if coupled with decreased staffing and increased workloads, as present trends suggest are likely to occur.

ISADORE GOLDBERG  
 Professor and Director  
 Academic Collective Bargaining  
 Information Service  
 Labor Studies Center  
 University of the District of Columbia  
 Washington

The large volume of letters to the editor of *The Chronicle* prompts this suggestion: Limit the length, where possible, to 500 words. In the competition for space, short letters must sometimes be given preference. Letters may be condensed.

Send them to: Letters to the Editor, *The Chronicle of Higher Education*, 1255 Third Street, N.W., Washington 20037. Please include a daytime telephone number.

## OPINIONS

July 22, 1992

- Faculty exchange
- For sale
- Housing exchange
- Index
- Positions available

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Copy and artwork must be received by the dates below. No cancellations or changes can be accepted after the closing hour (Eastern time). No space reservations accepted.

Issue Date	Closing Date
August 5	Monday, July 27, 2:00 p.m.
August 12	Monday, August 3, 2:00 p.m.
The Chronicle will not be published August 19 or 26	
September 2	Friday, August 21, 5:00 p.m.
September 9	Monday, August 31, 2:00 p.m.
September 16	Friday, September 4, 5:00 p.m.
September 23	Monday, September 14, 2:00 p.m.

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## WANTED

Please contact Dr. Robert West, Mellon Research University Press, 514 Pacific Avenue, San Francisco, California 94111, Fax (415) 343-1441.

Individual needed for speedy, accurate review of draft materials. Materials returned for publication in *Journal of Management Education*. Materials currently require literary distribution. Call Sue Smith (714) 714-6000.

## POSITIONS WANTED

Accounting/Finance Instructor: Experience in Accounting, Finance and Teaching. Degree/Majors are M.B.A./Accounting (University of Georgia) and B.S. Finance (University of Georgia). Certificates include C.F.A. and C.M.A. and Blackboard. Call Shirley W. Davis, Jr. at (919) 619-4149 or (919) 619-4453.

English (M.A.): 3 years' teaching experience. Available in 2 weeks. Contact: Billy Gutierrez, P.O. Box 2012, Brownsville, Texas 78004. Home phone: (956) 643-6372. Work phone: (915) 644-0521.

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Multicultural Education: Consultant in public relations, recruitment, staff development and special requests by U.S. and foreign institutions. Contact: Box 488, Houston, Texas 77268.

Music: Internationally published author/teacher/12 years' graduate/undergraduate studies. And other indigenous American musical music program/united music technology and music business; master's degree; over 10 years' college teaching experience. F: 216-912-1470

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Academic Support Services: Academic Enhancement Counselor. Position responsibilities include developing, implementing, and maintaining an academic assistance program for student athletes. Duties will include career planning, tutoring, test-taking skills development, personal counseling, records maintenance, and pre-employment screening. Master's degree in Counseling or related area, and two or more years' related experience essential. Experience in required personal counseling and bi-lingual abilities preferred. Date available: Immediately. Salary commensurate with experience. Send resume and references to: Dr. L. L. Anderson, Director of Admissions, West Virginia University, Le Mar, Iowa 50131. Review of applications to begin July 12 and continue until the position is filled. AA/EEO.

Admissions Associate Director of Admissions. The University of West Florida is seeking an Associate Director of Admissions. The position is available starting October 1, 1992, or as soon thereafter as possible. Located in Pensacola, Florida, the University of West Florida is a regional public institution serving northwest Florida and an urban area of approximately 300,000. Five military bases are in the immediate vicinity. With over 7,800 students, the University offers undergraduate and graduate programs in the College of Arts and Social Sciences, Business, Education, and Science and Technology, and through the Office of Expanded Learning, The Associate Director of Admissions reports to the Director of Enrollment Services and is responsible for the effective and efficient functioning of the Office of Admissions. Four years' successful experience in postsecondary admissions, preferably in a college or university environment; experience in personal supervision; ability to interact effectively with students, parents, faculty, school personnel, and community members; experience in the use of computerized admissions systems; and a minimum of 12 months' experience in a field related to the duties of the position. Application procedures: Applicants should submit a letter of introduction indicating interest in the position, describing experience related to the position, and listing references, and at least three letters of recommendation by persons known to the applicant. Send to: Associate Director of Admissions, Office of Human Resources, The University of West Florida, 1000 University Parkway, Pensacola, Florida 32514-2750.

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# **SCHOOL OF NURSING** **UNIVERSITY OF MARYLAND AT BALTIMORE**

Is seeking highly qualified and motivated individuals for faculty positions in the following areas of specialization:

- ACUTE / LONG TERM CARE
- ADULT / PEDIATRIC NURSE PRACTITIONERS
- EDUCATION / ADMINISTRATION / INFORMATICS / HEALTH POLICY
- MATERNAL / CHILD HEALTH
- COMMUNITY HEALTH NURSING

The School, one of the largest in the nation, is ranked sixth among publicly supported schools of nursing and is committed to furthering research and scholarship in health care. Located in downtown Baltimore, the School enjoys interdisciplinary relationships with five other professional schools of the University of Maryland, including Schools of Medicine, Dentistry, Social Work, Pharmacy, and Law. Also located on the campus are the Health Sciences Library (one of eight designated regional medical libraries in the country) and the University of Maryland Medical Center, which includes a 747-bed tertiary care facility, a regional Neonatal V.A. hospital under construction, and a 324-bed Veterans Affairs Medical Center. The campus is recognized as a national leader in health sciences research, with \$86,500,000 in grant support in 1991.

## **QUALIFICATIONS**

Qualified applicants must hold an earned doctorate in nursing or related field, a Master's degree in nursing, and be eligible for currently licensed to practice nursing in Maryland. Applicants should have demonstrated experience in nursing management, clinical or advanced practice roles is desirable. Preference will be given to applicants with experience in baccalaureate and graduate nursing education programs.

## **INSTRUCTIONS FOR CANDIDATES**

For best consideration, candidates should apply within 30 days. The University of Maryland is an Equal Opportunity Employer. Minorities are encouraged to apply. Salary is commensurate with experience and qualifications. Letters of interest, curriculum vitae, and names of three professional references to:

Ann Mech, JD, RN  
Search Committee  
School of Nursing, University of Maryland  
655 W. Lombard Street, Baltimore, MD 21201  
Tel: 410-326-7646; Fax: 410-328-4231

# **New York University**

## **Associate Or Assistant Professor In Management Communication** **Stern School Of Business**

The Stern School of Business seeks qualified individuals for full-time, permanent, non-tenure track, faculty positions in Management Communication. Candidates should be highly qualified in the area of communication, with a Ph.D. in Management Communication, preferably in a technical field, and have experience in developing course materials and in conducting research in Management Communication. Position requires an earned doctorate. Salaries are competitive and commensurate with education and experience. The successful candidate will be able to teach in organizational communication and management and three current letters of reference and evidence of effective teaching. Please send a curriculum vitae, a statement of research interests, and three current letters of reference and evidence of effective teaching to: Search Committee, Management Communication Program, Stern School of Business, 440 Times Square, New York, NY, 10036. NYU encourages applications from women and members of minority groups.

# **Northern Illinois University**

**COUNSELOR/PSYCHOLOGIST.** To coordinate minority programming efforts in comprehensive university counseling service. Responsibilities include coordination of Minority Peer Counseling and Minority Students Assistant Programs, assessment, counseling, crisis intervention, and training and supervision. Master's plus two years' experience required; doctorate in Psychology preferred. Send letter specifying qualifications, vita, and three current letters of reference to Chair, Search Committee, Counseling and Student Development Center, NIU, DeKalb, IL 60115. Fax 815/763-7200. For full consideration, materials should be complete by August 17, 1992. AA/EEO.

**Developmental Director of Screening and Patient Assessment.** The University of Nebraska Medical Center, College of Medicine, is seeking a highly qualified individual to serve as Director of Screening and Patient Assessment. Responsibilities include coordination of screening and patient assessment efforts, supervision of staff, and development of screening and patient assessment programs. Master's degree in Psychology or related field, and three years' experience in screening and patient assessment required. Send letter specifying qualifications, vita, and three current letters of reference to: Chair, Search Committee, Counseling and Student Development Center, NIU, DeKalb, IL 60115. Fax 815/763-7200. For full consideration, materials should be complete by August 17, 1992. AA/EEO.

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# **DALLAS COUNTY COMMUNITY COLLEGE DISTRICT** **SPANISH INSTRUCTOR** Richland College, Dallas, Texas

Richland College, part of the seven-member Dallas County Community College District, is seeking applicants for the position of Spanish instructor. Richland, the largest DCCCD college, provides an exciting learning environment for over 13,000 credit and 10,000 continuing education students.

This position, available for Spring semester 1993, will teach a variety of Spanish courses including evening courses as needed: advanced Spanish conversation, business Spanish, Spanish for native speakers, and Peninsular & Latin American literature courses. Requirements: Master's degree in Spanish, five years of teaching experience, including experience in proficiency-based and immersion language teaching; must be extremely fluent in Spanish, knowledge of language lab technology, and ability to teach the variety of Spanish courses listed in the previous paragraph.

For application: Please send a letter of interest, resume, and transcripts to Joan Parent, Communications Division, Richland College, 12800 Abrams Rd., Dallas, TX 75243-2199. A DCCCD application will be sent to applicants for completion and return. All application materials must be received by the deadline date: August 14.

EEO/DAIA Employer

# **NEW WORLD SCHOOL OF THE ARTS** **FACULTY, Designer/Production Manager** **Tenure Track**

Teach theater production, scene and lighting design. Design scenery and lighting for at least four productions annually. Plan production calendar and supervise technical department. REQUIREMENTS: Master's degree in Theater Arts or related field. Candidate should have teaching experience and a strong production background. SALARY: Based on Academic Rank established by education and experience.

Located in the heart of downtown Miami, the New World School of the Arts was created in 1984 by the Florida Legislature as a center of the arts in the state. The school is a collaborative venture of the Dade County Public School System, Miami-Dade Community College and Florida International University. The school provides a comprehensive educational program of artistic training, ninth grade through four years of college.

Application deadline date: August 15, 1992. Formal application required: call 800-562-MDOC for an application form. Copies of transcript and three letters of professional reference must accompany the application. Only completed application packages will be considered. EAOE Employer.

# **UNIVERSITY OF WASHINGTON** **College of Forest Resources**

Applications are invited for an immediate opening in environmental law and ethics. This is a non-tenured position supported by external funding to be developed by the applicant. The position is required, along with formal education in ethics or philosophy. The successful candidate will be expected to develop a research program focusing on the use of urban and wilderness environments. Applicants should submit a curriculum vitae, three letters of reference, and a letter describing interests and qualifications to Professor Robert G. Lee, Chair, Search Committee for Position in Forest Environmental Law and Ethics, College of Forest Resources, AR-10, University of Washington, Seattle, Washington 98195. The application deadline is August 21, 1992. The University of Washington is an affirmative action, equal opportunity employer.

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# **ITHACA COLLEGE**

## **MANAGEMENT DEPARTMENT CHAIR** **School of Business, Ithaca College**

Applications and inquiries are invited for the position of Chairperson, Department of Management. This challenging position requires dynamic leadership and a strong background in management education. The successful candidate will be responsible for the overall direction and development of the department and the School of Business. The position is a full-time, tenured position. The salary is commensurate with experience and qualifications. The successful candidate will be expected to develop a research program focusing on the use of urban and wilderness environments. Applicants should submit a curriculum vitae, three letters of reference, and a letter describing interests and qualifications to Professor Robert G. Lee, Chair, Search Committee for Position in Forest Environmental Law and Ethics, College of Forest Resources, AR-10, University of Washington, Seattle, Washington 98195. The application deadline is August 21, 1992. The University of Washington is an affirmative action, equal opportunity employer.

**Ph.D. or D.B.A. appropriate to teach in one of the following Management disciplines:** Business Policy/Strategy, Human Resource Management, Organizational Behavior, Production/Operations Management, Management Information Systems, and Strategic Management. **Substantial full-time faculty experience in an AACSB accredited program.** **A demonstrated record of both sustained teaching excellence and scholarly research and publication sufficient to warrant appointment as an associate or full professor.** **Experience in an administrative or academic leadership capacity.** **Faculty with a strong background in management education preferred.**

The School of Business has 38 faculty positions and enrolls approximately 200 students. The Management Department offers degree programs in General Management, Management Information Systems, and Strategic Management. The department is located in a modern facility overlooking Cayuga Lake and the City of Ithaca. The position is a full-time, tenured position. The salary is commensurate with experience and qualifications. The successful candidate will be expected to develop a research program focusing on the use of urban and wilderness environments. Applicants should submit a curriculum vitae, three letters of reference, and a letter describing interests and qualifications to Professor Robert G. Lee, Chair, Search Committee for Position in Forest Environmental Law and Ethics, College of Forest Resources, AR-10, University of Washington, Seattle, Washington 98195. The application deadline is August 21, 1992. The University of Washington is an affirmative action, equal opportunity employer.

A representative of the School of Business will be available August 4-6 at the Academy of Management 1992 Meeting in Las Vegas to answer questions and discuss the position. Ithaca College is an Equal Opportunity, Affirmative Action Employer. Women and minorities are encouraged to apply.

# **South Florida Community College**

## **FACULTY POSITIONS**

**INSTRUCTOR, ENGLISH**—Full-time, 10-month position to teach English literature and related areas. Master's degree required; minimum 18 graduate hours in English required; doctorate preferred. College and teaching experience preferred; instructional competence in College and Dramatic Arts preferred.

**INSTRUCTOR, AGRICULTURE**—Full-time, 10-month, special-kind position to teach Horticulture Nursery Operations to handicapped students and/or A.S. degree courses in Agricultural Technology. Bachelor's degree in Agriculture or related field required; Master's degree preferred. Minimum 2 years' in-field employment experience required. Experience working with the handicapped preferred.

Salaries are competitive based on education and experience levels. Application deadline for both positions is Thursday, August 6, 1992. Write to Personnel, SFCC, 600 W. College Drive, Avon Park, FL 33829, or call (813) 433-6661, extension 132, for application and information.

AN EQUAL ACCESS, EQUAL OPPORTUNITY INSTITUTION

# **Illinois Central College**

## **VITA BANK**

ILLINOIS CENTRAL COLLEGE is actively seeking minorities for anticipated faculty positions. The Vita Bank is designed to maintain an extensive file of minority candidates who are seeking academic employment. This is not a guarantee of an offer of employment.

ILLINOIS CENTRAL COLLEGE, established in 1898, is a fully accredited and comprehensive community college with a headcount enrollment of approximately 4,000 students. In addition to academic programs, the college offers a variety of extracurricular activities and services. The college is committed to providing a high-quality education for all students and to promoting the advancement of the community.

To be included in this Vita Bank system, submit letter and resume to Glenn Robinson, Vice President, School and State Relations, Illinois Central College, One College Drive, East Peoria, IL 61638. An Equal Opportunity, Affirmative Action Employer.

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# **NIEHOFF PROFESSORIAL CHAIR** **LOYOLA UNIVERSITY CHICAGO**

## **Marcella Niehoff School of Nursing**

The Marcella Niehoff School of Nursing of Loyola University Chicago invites applications for the Niehoff Professorial Chair. This endowed chair offers an established nurse leader the opportunity to pursue scholarly and research endeavors in a stimulating university environment.

Loyola University Chicago is a Jesuit, Catholic, independent, urban university. The University was founded in 1870 and now consists of 10 schools. The University has a long tradition of academic excellence and is a member of the Association of Jesuit Colleges and Universities. The Marcella Niehoff School of Nursing, established in 1935, offers undergraduate, master's, and doctoral programs for approximately 550 students. The School has a strong research tradition and is a member of the American Association of Colleges of Nursing. The School houses its own Center for Nursing Research at the Medical Center campus.

The Niehoff Chair reports directly to the Dean of the Marcella Niehoff School of Nursing. The responsibilities include a teaching load of no more than 6 semester hours a year and some participation in the corporate activities of the faculty. In addition, it is expected that the Chair holder will be actively involved in nursing research and scholarship and will act as a mentor and role model for doctoral students and faculty. The holder of the chair will hold the rank of professor and will be granted tenure upon appointment. Salary and benefits are competitive and the starting date is negotiable.

Candidates must possess a graduate nursing degree and an earned doctorate in nursing or a related field and be eligible for the rank of professor in the School of Nursing. In addition to a record of excellence in teaching, candidates are expected to have a distinguished record of research and scholarship in nursing. Leadership ability, effective interpersonal skills, and an appreciation of the philosophy of Jesuit, Catholic higher education are required.

Letters of inquiry and nominations are invited. Letters of application with current curriculum vitae should be sent to:

Dr. Ellen Dvorak, Dean  
Marcella Niehoff School of Nursing  
Loyola University Chicago  
6525 North Sheridan Road  
Chicago, Illinois 60626  
(312) 508-3254

Loyola University Chicago is an equal opportunity, affirmative action employer.

# **UNIVERSITY OF Massachusetts** **AMHERST**

## **Faculty Positions**

The School of Nursing, University of Massachusetts at Amherst, seeks part-time faculty (Clinical Assistant Professor) to teach Maternal-Nursing, Pediatric and Medical-Surgical Nursing in Baccalaureate program. Master's degree in Nursing required. Salary commensurate with qualifications and experience.

Application deadline: August 6, 1992. Indicate position preference. Send letter of application, resume, and three letters of reference to: Dr. Marie C. Dreher, Dean, School of Nursing, University of Massachusetts, Arnold 217, Amherst, MA 01003. An Affirmative Action/Equal Opportunity Employer.

# **COLLEGE OF THE MAINLAND**

## **DIRECTOR OF STUDENT SUPPORT SERVICES**

Services, Education, Business, Counseling or related area required. Ability to design and use information systems; strong verbal and written communication skills; computer literacy; management and supervisory skills. Five years of demonstrated experience in the supervision and management of people, projects and programs required. Prefer experience in student support services in a community college area and managerial experience within higher education.

**NURSING INSTRUCTOR (FULL-TIME).** Master's degree in Nursing plus 2 years' teaching experience required. Associate degree teaching experience preferred.

Above positions open until filled. Salary competitive. Send resume, transcript and 3 letters of reference to: HUMAN RESOURCES DEPT., COLLEGE OF THE MAINLAND, 1500 Ambush Road, Texas City, TX 77571. AA/EEO. AFFIRMATIVE ACTION, EQUAL OPPORTUNITY INSTITUTION.

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# **THE PHILADELPHIA COLLEGE OF PHARMACY AND SCIENCE**

## **School of Pharmacy**

## **CHAIR** **DEPARTMENT OF PHARMACY PRACTICE AND PHARMACY ADMINISTRATION**

The School of Pharmacy of the Philadelphia College of Pharmacy and Science invites nominations and applications for the position of Chair, Department of Pharmacy Practice and Pharmacy Administration. The Chair has academic and administrative responsibility for the Department and reports to the Dean of the School. The Department has 23 full-time faculty, 7 jointly funded part-time faculty, 4 residents and fellows, and numerous clinical affiliates. Departmental faculty are actively engaged in education, research, and service endeavors in a broad range of clinical and social and administrative sciences.

The School has active research, teaching, and service relationships with several area health-care institutions including the Hospital of the University of Pennsylvania, Thomas Jefferson University Hospital, Philadelphia Veterans Affairs Medical Center, Presbyterian Medical Center, Hahnemann University Hospital, and Children's Hospital of Philadelphia. The Philadelphia metropolitan area offers excellent opportunities for professional and scientific development with numerous health-care facilities, pharmaceutical industries, and institutions of higher learning.

Qualifications of the successful candidate are a Pharm.D. degree, administrative experience and ability, a record of research productivity, teaching experience, excellent communications skills, and eligibility for licensure in Pennsylvania. Applicants are encouraged to submit a letter of interest and a curriculum vitae to the Chair of the Search Committee by October 15, 1992. Applications will continue to be accepted until the position is filled; inquiries and nominations are welcome.

John E. Connors, Pharm.D.  
Chair, Search Committee  
Philadelphia College of Pharmacy and Science  
600 South Forty-first Street  
Philadelphia, PA 19104-6425  
(215) 598-8973

The Philadelphia College of Pharmacy and Science is an Equal Opportunity, Affirmative Action Employer with a strong commitment to racial, cultural and ethnic diversity. Nominations of and applications from women and individuals from a broad spectrum of backgrounds are encouraged.

# **SOUTHEASTERN LOUISIANA UNIVERSITY**

## **Hammond, LA 70402**

The College of Arts and Sciences is seeking applications for the following position available for the 1992-93 academic year:

**Assistant Professor of Chemistry**—Tenure-track. Applicant must hold a Ph.D. in Chemistry with a physical chemistry specialty area, appropriate post-doctoral training, and a publication record demonstrating higher productivity and expertise. The department is seeking an individual with experience in one or more of the following experimental techniques: (a) Flash photolysis in the nanosecond time domain, (b) Picosecond absorption spectroscopy, (c) Single photon counting, (d) formation of monolayers at air-water interface, (e) Singlet oxygen determination by time resolved and steady-state luminescence and time resolved thermoluminescence, (f) Fluorescence spectroscopy. Duties include teaching undergraduate courses in chemistry, strengthening an active research program involving undergraduate chemistry majors, establishing a record of scholarly publications, and participation in department, college and university service. Excellent in teaching and research expected. Salary is commensurate with credentials and experience. Send letter of application, vita, and statement of research interests to: Dr. N. A. Higginbotham, Head, Dept. of Chemistry & Physics, P.O. Box 878, SLU, Hammond, LA 70402 by August 12, 1992. SLU is an Equal Opportunity Employer.

# **PHYSICS POSITION AVAILABLE:**

Experimental High Energy Physicist. Must have recent post-doc experience and be conducting funded research with groups at National Laboratories or large federally funded research centers. Must have experience with large scale computer codes for data reduction. Tenure-track position at Assistant Professor level, starting September 1992. Duties include teaching undergraduate and graduate courses at the M.S. level, directing undergraduate and graduate research activities as an educational administrator, and carrying on research leading to publications and funded projects.

Send CV to: Dr. R. L. Gibbs, Head, Department of Physics, Louisiana Tech University, Ruston, LA 71272.

**AA Employer. Women and minorities are urged to apply.**

**Education Associate or Assistant Director.** The University of Virginia Women's Center, Full-time general faculty to oversee diverse programs serving students, staff and community. Administrative experience, M.A. preferred. M.A. or D.Ed. M.F.W. 1992. Send information to: Dr. William C. Royster, Jr., Director, Women's Center, 2152 HSC, Charlottesville, Virginia 22908 by August 1.

**Education Associate or Assistant Director.** The University of Virginia Women's Center, Full-time general faculty to oversee diverse programs serving students, staff and community. Administrative experience, M.A. preferred. M.A. or D.Ed. M.F.W. 1992. Send information to: Dr. William C. Royster, Jr., Director, Women's Center, 2152 HSC, Charlottesville, Virginia 22908 by August 1.

# **NURSING FACULTY** **FULL TIME FACULTY** **EVENING COORDINATOR**

NH Technical Institute in Concord, NH, has an immediate opening for a full-time nursing faculty member. The successful applicant will possess a Master's Degree in Nursing and a strong medical-surgical nursing background. Some administrative experience preferred. The salary range for this position is \$28,407 to \$41,866 per year. Full time faculty positions provide full state benefits including medical, dental, life and disability insurances and participating retirement.

**PART TIME FACULTY**

We are also seeking a part time clinical nursing faculty member effective August 20, 1992. Minimum qualifications include a Master's Degree in Nursing with specialty in Maternal Child Nursing. Previous teaching experience in pediatrics, and/or med-surg nursing preferred. The salary range for this position is from \$591 to \$872 per week.

Obtain state application from the Institute and return, indicating position of interest, with current resume, copies of transcripts and professional licenses to:

David Stanley, Dir. of Support Services  
NH Technical Institute  
Box 2039  
Concord, NH 03302-2039  
(603) 226-1805

As an affirmative action employer, NHTI entertains applications from a broad spectrum of qualified individuals, and encourages applications from women, ethnic minorities, and disabled individuals.

# **UNIVERSITY OF SOUTH DAKOTA**

## **Available Immediately** **FACULTY POSITION(S)**

Minimum of two faculty positions. Participate in development and implementation of new professional master's degree program in Occupational Therapy. Teaching in area of expertise; scholarly activity; service. Practice plan optional. Enjoy South Dakota's great outdoors and rich Native American culture. Master's degree required, doctorate preferred. Two years' experience as OTR required. Teaching experience highly desirable. Must be licensable in South Dakota. Salary commensurate with experience and academic credentials. Flexible benefits. Screening will be ongoing; applications accepted until position is filled. If interested, send CV and names/dresses of three references to:

Dorothy Anne Elsbury, Ph.D., OTR  
Professor and Chairperson  
Department of Occupational Therapy  
University of South Dakota  
414 E. Clark Street  
Vermillion, SD 57069

Affirmative Action, Equal Opportunity Employer

# **HEALTH EDUCATION**

WEST GEORGIA COLLEGE continues search for a tenure-track faculty position available September, 1992. Candidates include doctorate in health education, commitment to research and professional growth, and willingness to travel for supervision and recruitment. Teaching experience in health education desirable. Apply to Dr. Lynne P. Gaskin, Chair, Department of Physical Education and Recreation, School of Education, West Georgia College, Carrollton, GA 30118; (404) 838-8530.

An equal opportunity, affirmative action employer.

**Developmental Director of Screening and Patient Assessment.** The University of Nebraska Medical Center, College of Medicine, is seeking a highly qualified individual to serve as Director of Screening and Patient Assessment. Responsibilities include coordination of screening and patient assessment efforts, supervision of staff, and development of screening and patient assessment programs. Master's degree in Psychology or related field, and three years' experience in screening and patient assessment required. Send letter specifying qualifications, vita, and three current letters of reference to: Chair, Search Committee, Counseling and Student Development Center, NIU, DeKalb, IL 60115. Fax 815/763-7200. For full consideration, materials should be complete by August 17, 1992. AA/EEO.

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**Bulletin Board**  
**(202) 466-1050**







## ACADEMIC ARCHIVIST I Golda Meir Library University of Wisconsin-Milwaukee

The University of Wisconsin-Milwaukee (UWM) is a major metropolitan doctoral granting university serving over 25,000 students. The campus is located on Milwaukee's tree-shaded residential east side bordering Lake Michigan.

**DUTIES:** Reporting to the Director, Archives and Special Collections, the Academic Archivist appraises, collects, preserves, organizes, and describes the official records of continuing value to the University; assists in the preservation of papers, records, and other materials relating to the University; corrects errors and faculty of the University who create and maintain records of continuing value and arranges for the transfer of these records to the Archives; maintains effective finding aids such as checklists, guides, and indexes as well as other records necessary for the operation of the Archives; engages in outreach to encourage the use of the collection; and provides reference service to researchers.

The Academic Archivist has primary responsibility for the day-to-day management of the official records of the University. This includes administering and further developing the campus-wide UWM records management program.

Other duties include assisting with the operation of the Area Research Center, a cooperative project with the State Historical Society of Wisconsin; providing reference services to the Franklin Memorial Collection; and advising the Director, Archives and Special Collections on matters pertaining to the operation of the Archives.

**QUALIFICATIONS:** The successful candidate must have formal archival education at the graduate level and either an ALA-accredited M.S. or a master's degree in History or related discipline. A minimum of two years archival experience. Ability to work independently, written and oral communication skills, thorough knowledge of arrangement and description practices including MARC AMC format, and records management knowledge.

**SALARY:** Starting salary from \$25,076-\$31,345 midpoint, commensurate with experience and qualifications.

**APPOINTMENT/BENEFITS:** Position is Academic staff annual probationary appointment leading to indefinite appointment. Generous vacation and fringe benefits.

**APPLICATION:** UW-Milwaukee and the Golda Meir Library strongly encourage women and minorities to apply. Please send letter of application, résumé, names/addresses/telephone numbers of three references and transcripts. Also send samples of arrangement and description work, publications, or other pertinent writing to: Elise Colvin, Personnel Librarian, Golda Meir Library, University of Wisconsin-Milwaukee, P. O. Box 604, Milwaukee, WI 53201. Review of applications begins September 2, 1992.

The University of Wisconsin-Milwaukee is an Equal Opportunity, Affirmative Action Employer. The University of Wisconsin System is required to provide a list of all nominees and applicants who have not requested in writing that their identity not be revealed. Persons agreeing to be final candidates will have their identity revealed as a final candidate.



## Associate Director Career Services

Responsible for career development/career guidance issues, including testing and counseling of students. Support on-campus recruiting program and department administrative operations. Reports to Director of Career Services and Coop Education. Bachelor's degree (M.A. preferred) in Counseling required. Please send cover letter and résumé by July 31 to: Personnel Office, Merrimack College, 315 Turnpike Street, North Andover, MA 01845.

An Equal Opportunity Employer

**Library Librarian.** Title II-C Cataloger-Brazilian literature in serial, type, and salary. Temporary, 12-month position. \$30,000. Level of Appointment: Visiting Assistant Professor. Responsible for: Head, Catalog Department. Education: Master's degree in Library Science from an ALA-accredited program and/or Ph.D. in a related field. Required: Strong reading knowledge of Portuguese. At least one year's supervised experience in cataloging. Experience with AACR2, LC classification and subject headings. OCLC and MARC format. Preferred: Knowledge of Brazilian popular culture and the Latin American related field. Superior experience. Duties and Responsibilities: Responsible for full monographic cataloging of a large collection of 20th-century Brazilian poetry collections (literature in serial). Developments: Submit letters of application and résumé (including salary history) to: Sile Edin, Director of Library Services, Merrimack College, 315 Turnpike Street, North Andover, MA 01845. Review of applications begins August 1, 1992. Salary: \$30,000. An Equal Opportunity Employer.

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## Widener University Division of Student Services

Widener University, a comprehensive, private, non-sectarian university located fifteen miles south of Philadelphia, anticipates two position openings:

### Director of Student Activities/Coordinator of Student Volunteer Services

Reporting to the Associate Dean for Student Programs, the director oversees seventy student organizations; coordinates orientation and student leadership training; manages a comprehensive community student volunteer services program; and supervises an Assistant Director responsible for entertainment programming.

Preferred candidates will possess a master's degree in college student personnel administration or related area and have two to five years' full-time experience in higher education student programming. This is a 12-month renewable appointment to be available September, 1992.

### Counseling or Clinical Psychologist

Reporting to the Administrative Coordinator of the Counseling Center, the psychologist primarily provides individual counseling for undergraduate students; supervises upper-level doctoral interns; conducts outreach and limited group work.

Preferred candidates will possess a doctorate in counseling or clinical psychology and will have counseling experience in higher education. Applicants should be licensed in Pennsylvania. Position available as of September 1, 1992. Salary commensurate with experience and qualifications.

Compensation and benefits for both positions are competitive. Full consideration for either position requires a letter of application, résumé, plus the names, addresses, and telephone numbers of three references forwarded by August 10, 1992 to:

Dr. William V. Larkin  
Dean of Students  
Widener University  
One University Place  
Chester, Pennsylvania 19013  
(PA): 215-876-9751

Widener University is an Equal Opportunity Employer

## William Rainey Harper College

William Rainey Harper College in Palatine, Illinois is a comprehensive two-year community college located in Chicago's northwest suburbs. Harper College opened its doors in 1967 with an enrollment of approximately 1,700 students. In 1992, Harper will celebrate its 25th anniversary with more than 27,000 students of all ages, in meeting the varied and changing educational needs of district residents. Harper College continues to be a dynamic institution, a community college in the truest sense of the term.

Career opportunities are available at Harper College for individuals who have a commitment to the very highest standards in education. Résumés are currently being accepted for the following position:

### CAREER COUNSELOR / TRANSITION SPECIALIST

This is a full-time, tenure-track position in our Center for Students with Disabilities. This person will be responsible for the identification, advising and counseling of vocationally-oriented students who are disabled. Will also work closely with area high schools and community agencies to develop transition plans and procedures; works with area employers in job development and placement; and provides counseling to students who are in training/employment. Candidates MUST be PROFICIENT IN AMERICAN SIGN LANGUAGE, hold a Master's degree in counseling/student development with experience in career/vocational counseling.

If interested, please send a letter of interest and résumé indicating position title to: Personnel Department, William Rainey Harper College, 1200 W. Algonquin Rd., Palatine, IL 60067.

Harper College is an Equal Opportunity, Affirmative Action Employer. Women, minorities and persons with disabilities are also encouraged to apply.

## NICHOLLS STATE UNIVERSITY

Nicholls State University, located in Thibodaux, LA, is a comprehensive, regional university serving South Central Louisiana. The 20-acre campus, once part of historic Acadia Plantation, fronts on Bayou Lafourche at Thibodaux, about 30 miles southeast of New Orleans and 60 miles southwest of Baton Rouge. Nicholls is located in the heart of "Cajun country," an area rich in tradition and culture.

A Center for the Study of Louisiana is located on the University's campus. The Center has statewide responsibility for establishing programs for the identification, education, and remediation of dyslexia.

**Position:** Director of the Center for Dyslexia. **Responsibilities:** The Director will report to the Provost and Vice President for Academic Affairs. This position is a twelve-month administrative appointment. **Qualifications:** Earned doctorate and experience in multi-sensory teacher training, student advocacy, and program development is required. In addition, the Director must be able to work with community educators and parents as well as students at both the undergraduate and graduate levels.

**Salary:** Competitive, commensurate with qualifications and experience. **Starting Date:** September 1, 1992. Applications will be accepted until position is filled. Send letter of application, résumé, transcripts and the names of five references to:

Search Committee  
Director, Center for Dyslexia  
Nicholls State University  
P.O. Box 2002  
Thibodaux, LA 70310

Nicholls State University is an affirmative action/equal opportunity employer.



You can send your ad copy to  
The Chronicle's Bulletin Board  
anytime!

## REGISTRAR

Loyola University Chicago, a private Jesuit Catholic institution of Higher Education, currently is recruiting a Registrar for the prestigious School of Law.

Specifically, as Registrar, you will oversee academic record keeping, course scheduling, registration, transfer of credit evaluation, degree plans and grading. In addition, you will implement academic policies, generate all academic reports, and handle certification for all Bar authorities while working closely with students, faculty, administration and staff. Counseling and support services are also essential elements of this position.

The ideal candidate will provide evidence of sensitivity to quality service issues, as well as possess effective management and communication skills. Extensive experience with computerized records and registration system, along with a Master's Degree or JD is preferred. Experience at a management level in a college registrar's office extremely helpful.

Salary is commensurate with background and experience. For additional information, or for prompt consideration, please forward your resume in confidence to Human Resources Department, Loyola University Chicago, 820 N. Michigan Ave., Chicago, IL 60611. Loyola is an equal opportunity employer/educator.



## DIRECTOR OF UNDERGRADUATE ADMISSIONS

The Wichita State University invites applications or nominations for its position of Director of Undergraduate Admissions. The Director reports to the Associate Vice President for Academic Affairs and has responsibility for administering all activities, personnel, management information systems, and budgets involved in the recruitment and admissions of undergraduate students in an urban university with more than 15,000 students where more than 30 percent are nontraditional age and more than 50 percent are part-time. Staffing in the undergraduate Admissions office includes 17 full-time professional and support staff.

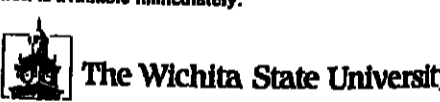
**Qualifications:** A master's degree minimum with demonstrated and documented success in:

- planning and implementing admissions/marketing strategies in an academic institution;
- communication and interpersonal interaction with diverse constituencies such as faculty, traditional and nontraditional students, high school administrators and counselors, donors, alumni;
- management;
- planning and monitoring of budgets;
- staff selection, staff development, and team building;
- developing and monitoring computerized management information systems.

A letter of application, curriculum vitae, and the names, addresses, and phone numbers of three references whom an interest in applying to the position should be sent to:

Dr. Martha Shuever  
Acting Associate Vice President for Academic Affairs  
The Wichita State University  
Wichita, KS 67208-1595

**Deadline for applications:** The first of each month until the position is filled. Salary range is for a twelve-month contract with standard benefits. The position is available immediately.



An Equal Opportunity, Affirmative Action Employer

**Professional references to:** Nancy J. Bruggen, Director, Public Services, c/o Idaho State University Personnel Department, Campus Box 8107, Pocatello, Idaho 83202-8107.

**Library Head of Cataloging (Search Required).** Responsible for the management of all cataloging activities for the University of Arkansas. Cataloging is done via OCLC and includes subject headings, classification, and LC classification. Duties include setting cataloging policy, quality control, and solving problems. Also includes supervising and training staff in all aspects of cataloging. Provides a liaison role in working with the University's library system database. Additional responsibilities include director of the Arkansas Newspaper Project and the Arkansas Cataloging Project.

**Head of Reference Services.** Responsible for the management of all reference services for the University of Arkansas. Cataloging is done via OCLC and includes subject headings, classification, and LC classification. Duties include setting cataloging policy, quality control, and solving problems. Also includes supervising and training staff in all aspects of cataloging. Provides a liaison role in working with the University's library system database. Additional responsibilities include director of the Arkansas Newspaper Project and the Arkansas Cataloging Project.

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## Assistant Director for Operations Illini Union

## UNIVERSITY OF ILLINOIS AT CHAMPAIGN-URBANA

Applications are now being accepted for the position of Assistant Director of Operations for the Illini Union at the University of Illinois.

The Assistant Director for Operations reports to the Associate Director of Operations for the Illini Union and is responsible for the day-to-day operations of the Illini Union. The Assistant Director for Operations is responsible for the purchase of equipment and supplies; supervises personnel; develops reports and maintains records and is responsible for fiscal planning and management of various departments. Weekend and evening hours are required in this position.

**Minimum Qualifications:** Bachelor's degree and five years of management and supervisory experience required. Master's degree preferred in Higher Education, College Student Personnel, Public Administration or related field. Experience in a college/university union or center or student activities is preferred. Position requires experience and/or knowledge of facility management, space utilization, computer and information systems, equipment contracting, program planning and management, audio-visual equipment and sound systems, and budget management. Excellent interpersonal and public relations skills are essential.

**Position:** Full time, 12 months with starting date of October 15, 1992. Salary commensurate with experience.

In order to ensure full consideration, a letter of application, résumé and three letters of reference should be sent to:

Babette Munson-Hiles  
Search Committee Chair  
165 Illini Union  
1401 W. Green Street  
Urbana, IL 61801  
(217) 333-3660

**Deadline for receipt of application materials:** August 26, 1992 or until acceptable candidates are identified. Persons of diverse backgrounds are encouraged to apply.

The University of Illinois is an Affirmative Action, Equal Opportunity Employer.



STUDENT AFFAIRS / University of Illinois at Urbana-Champaign

## BUDGET DIRECTOR

The University System of New Hampshire is extending the search for a highly motivated individual to serve as Budget Director under the direction of Vice Chancellor for Planning and Budget.

**Responsibilities:** include the development, preparation, and implementation of annual/biennial operating budgets (including salary data base) for the University System. This is a hands on position with duties that include computer modeling through production of the final annual budget and biennial budget request documents utilized by Trustees and Legislature. The person selected will be in charge of the management of personnel documents which affect changes in current and future year salary bases. In addition, this individual is responsible for generation of budget reports and a range of analytic studies relating to financial information, including cost areas such as utilities and fringe benefits.

**Qualifications:** Bachelor's degree in field related to financial management and at least two years of related experience. Ability to communicate effectively and to explain and present financial information clearly. Ability to independently obtain, organize, and analyze data. Additional desirable qualifications: Master's degree and previous higher education experience preferred. Salary: Salary commensurate with experience, with starting salary range of \$37,600 to \$42,930.

**Application:** To apply, send résumé and references to:

Susan Bub, Administrative Assistant  
University System of New Hampshire  
Myers Financial Center  
Durham, NH 03824

Résumés will be considered until position is filled.

## DEVELOPMENT DIRECTOR

Grand View College has an immediate opening for a Director of Development. Reporting to the Vice President for Development, this person is responsible for running the Annual Fund Campaign and supervision of one staff member.

**Bachelor's Degree in marketing, communications or related field required. Master's Degree preferred. 3-5 years' experience in development required. Experience in higher education preferred.**

Grand View College is a four year liberal arts college in an urban setting, affiliated with the Evangelical Lutheran Church in America and serving over 1400 students.

Women and minorities are encouraged to apply. Send résumé and cover letter with three references as soon as possible to:

Department of Human Resources  
Grand View College  
1200 Grandview Avenue  
Des Moines, Iowa 50316  
(515) 283-2854

AJ/EOE

Women and minorities are encouraged to apply.

**Library Librarian.** Head Department (tenure track). The University of Nevada, Las Vegas is seeking an experienced and motivated individual to head the Department of Library Services. The successful candidate will be responsible for the management of all library services for the University of Nevada, Las Vegas. The position requires a minimum of five years of experience in higher education library administration. The successful candidate will be responsible for the management of all library services for the University of Nevada, Las Vegas. The position requires a minimum of five years of experience in higher education library administration.

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## Major Gifts Officer Office of University Development

**Primary Function:** Identify, cultivate and secure outright and planned gifts of \$10,000 or more from individuals. Responsible to Vice President for University Advancement currently assigned to Major Gifts Team.

**Responsibilities and Duties:**  
1. Evaluate, cultivate, and solicit individuals suspected of being capable of making a major gift.  
2. Serve as moving manager of an assigned caseload and make regular visitations with prospects and volunteers.  
3. Assist in developing an effective marketing program.  
4. Serve in the capacity of a liaison to an assigned unit on campus.  
5. Perform other duties as assigned.

**Minimum Qualifications:**  
1. Bachelor's degree and at least two years' experience in the execution of fund-raising programs, or equivalent experience in business, banking, or law.  
2. At least one year's experience in soliciting gifts on a one-to-one basis and knowledge of the essential techniques of planned giving including bequests, annuities, and trusts.  
3. Effective interpersonal, public speaking, and writing skills as well as an ability to motivate volunteers.

**Salary:** Competitive and commensurate with qualifications and experience.

**Closing Date:** Submit a cover letter, résumé, and three references with address and phone numbers by August 17, 1992 to:

Amelia Tuttle, Chair, Search Committee  
University Development  
621 University Services Center  
Colorado State University  
Fort Collins, CO 80523

CSU is an EEO/AA employer. E.O. Office: 21 Spruce Hall



## ASSISTANT DIRECTOR OF RESIDENCE LIFE

St. Mary's College of Maryland invites applications for the position of Assistant Director, Residence Life. Founded in 1846, St. Mary's is a selective, public, residential, coeducational liberal arts college, enrolling 1,800 students. It is located on the beautiful and historic St. Mary's River, 80 miles southeast of Washington, D.C.

The College seeks a dynamic and talented residence life professional to assist the Director of Residence Life in all facets of a residence life program designed to foster the development of 1,000 resident students. Specific responsibilities will include selection, training, supervision and evaluation of 36 paraprofessional residence hall staff members. The Assistant Director is also directly involved with programming efforts in the halls and the educational discipline system utilized. In addition, the Assistant Director provides leadership for the damage billing systems and vandalism reduction efforts currently in place. As a member of the State of Maryland Division, the Assistant Director contributes to a Division-wide effort to enhance the quality of life for the entire college community.

**Preferred qualifications:** include a Master's degree in student personnel or a related area, and a minimum of two years of residence life experience at the graduate or professional level. Additional desired qualifications include excellent communication skills, strong administrative competence, and a commitment to diversity. The position's responsibilities require the Assistant Director to live on campus.

**Salary:** is competitive, based on experience and qualifications. Applicants should send letter of application, résumé, and three current letters of recommendation to:

Ken Winegrad  
Director of Residence Life  
St. Mary's College of Maryland  
St. Mary's City, Maryland 20686

**Starting date:** is negotiable with mid-August preferred. Interviews will be conducted at the AACHD Conference in Boston.

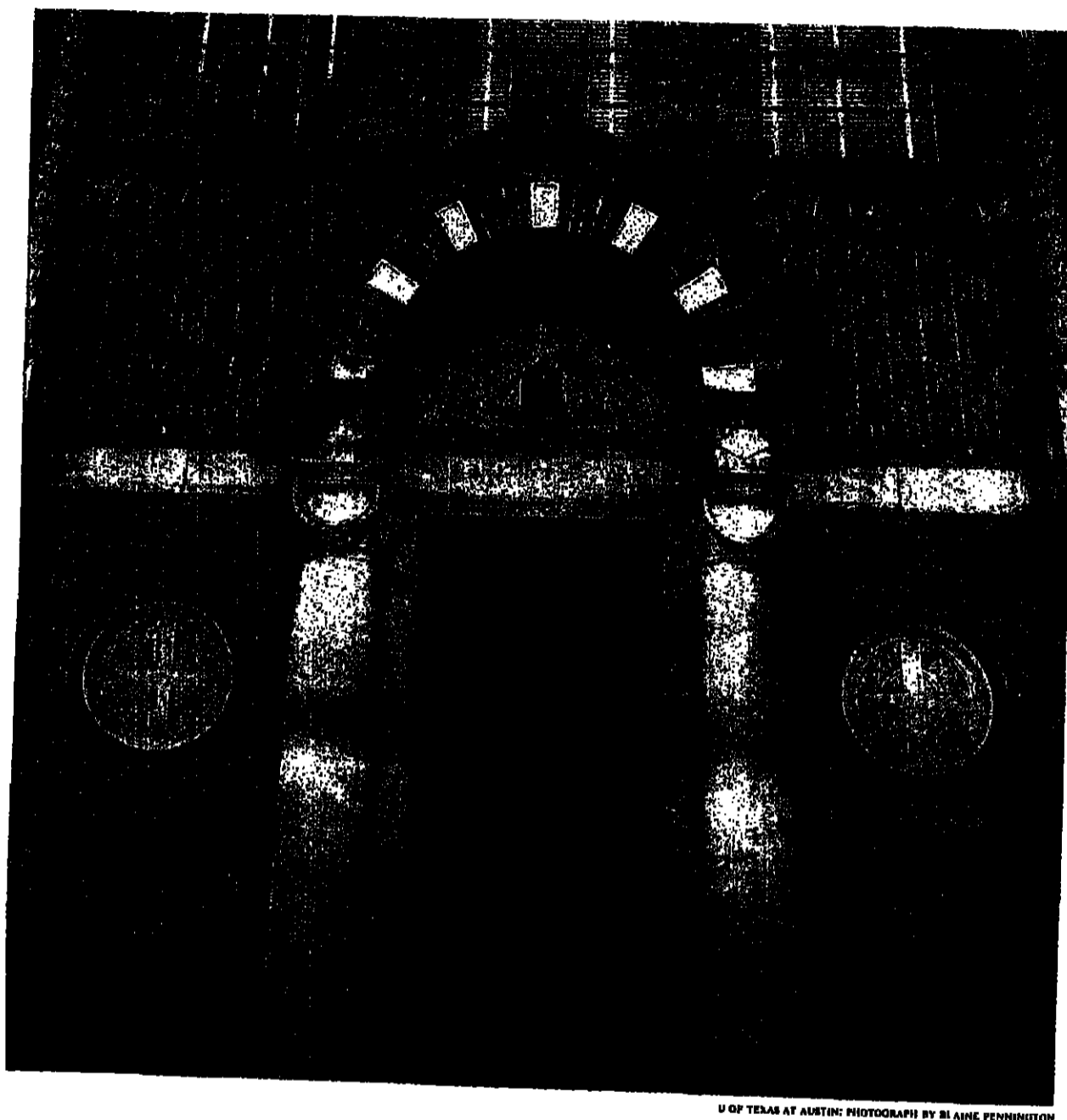
In support of St. Mary's College's commitment to diversity, women and minorities are encouraged to apply and identify themselves as such. AA/EEO.

**Library Librarian.** Title II-C Cataloger-Brazilian literature in serial, type, and salary. Temporary, 12-month position. \$30,000. Level of Appointment: Visiting Assistant Professor. Responsible for: Head, Catalog Department. Education: Master's degree in Library Science from an ALA-accredited program and/or Ph.D. in a related field. Required: Strong reading knowledge of Portuguese. At least one year's supervised experience in cataloging. Experience with AACR2, LC classification and subject headings. OCLC and MARC format. Preferred: Knowledge of Brazilian popular culture and the Latin American related field. Superior experience. Duties and Responsibilities: Responsible for full monographic cataloging of a large collection of 20th-century Brazilian poetry collections (literature in serial). Developments: Submit letters of application and résumé (including salary history) to: Sile Edin, Director of Library Services, Merrimack College, 315 Turnpike Street, North Andover, MA 01845. Review of applications begins August 1, 1992. Salary: \$30,000. An Equal Opportunity Employer.

**Library Librarian.** Title II-C Cataloger-Brazilian literature in serial, type, and salary. Temporary, 12-month position. \$30,000. Level of Appointment: Visiting Assistant Professor. Responsible for: Head, Catalog Department. Education: Master's degree in Library Science from an ALA-accredited program and/or Ph.D. in a related field. Required: Strong reading knowledge of Portuguese. At least one year's supervised experience in cataloging. Experience with AACR2, LC classification and subject headings. OCLC and MARC format. Preferred: Knowledge of Brazilian popular culture and the Latin American related field. Superior experience. Duties and Responsibilities: Responsible for full monographic cataloging of a large collection of 20th-century Brazilian poetry collections (literature in serial). Developments: Submit letters of application and résumé (including salary history) to: Sile Edin, Director of Library Services, Merrimack College, 315 Turnpike Street, North Andover, MA 01845. Review of applications begins August 1, 1992. Salary: \$30,000. An Equal Opportunity Employer.



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U OF TEXAS AT AUSTIN PHOTOGRAPH BY BLAINE PENNINGTON

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### BULLETIN BOARD: Positions available



#### DIRECTOR OF STUDENT ACTIVITIES CENTER OFFICE OF THE DEAN OF STUDENTS

Responsible for the promotion of intentional student development through the programs & services offered by this comprehensive student activities center. Will design programs & services which will challenge students in their personal development; to clarify values; to relate meaningfully with others; to develop the capacity to engage in a personally satisfying & effective style of living; to develop the capacity to appreciate cultural & aesthetic differences; & to develop the capacity to work independently & interdependently.

Primary duties include administration of the Student Activities Center & the management of its assigned resources & staff, including the secretary, receptionist, student development specialist, & student employees; to provide guidance & support to student organizations; to provide effective design & delivery of student leadership development programs; to produce the student handbook & other appropriate university publications; & to develop & implement the new student orientation program. Will report to the Dean of Students.

Qualifications: Master's degree 4 yrs' experience in student activities, student union/programs, residence life, orientation, or closely related areas of student affairs in a higher education setting. Prior management of personnel & resources at the department level highly desired.

Application materials required: A letter of interest detailing your background & qualifications as they relate to this position; vita/resume; three letters of reference & a listing of five current references (name, address, telephone) & a two-page statement of your philosophy of student development & the role of student activities in a large, urban, commuter campus. Send materials to Dr. Charles J. Foy, Dean of Students, UTEP, 102 West Union, El Paso, TX 79968-0636.

Applications accepted until position is filled. Review of materials will begin immediately. Women & minorities encouraged to apply. Position available as of 9-1-92. Salary is \$30,000 annually, plus an attractive benefits package.

The University of Texas at El Paso (UTEP) is a large, urban campus on the west side of El Paso. Its student body numbers 17,000, 85% of whom come from the El Paso County. UTEP is the largest Hispanic majority university in the country & its blend of multi-ethnic & interethnic students make it a most unique institution. El Paso is a city of over 600,000 people & is adjacent to Juarez, Mexico, whose population exceeds 2.5 million.

The University is an EO/AA employer.

#### Director of Development

The Cambridge School of Weston, an innovative, century-old, college-preparatory day and boarding school of 200 students, seeks a Director of Development for an immediate appointment in a three-person office. Responsibilities will include the annual fund, alumni relations, capital gifts, events planning, membership on the school's advancement team, and supervisory responsibility. We seek candidates with successful fund-raising and development experience, preferably in independent schools, who are committed to working on a close-knit team. Send a resume and statement of your interest in the position to: George Cohen, Headmaster, The Cambridge School of Weston, Georgian Road, Weston, MA 02193. Tel: (617) 642-8610 Fax: (617) 899-3870.

The Cambridge School of Weston

#### East Tennessee State University COUNSELING CENTER

East Tennessee State University invites applications from qualified individuals for the position of Director of the Counseling Center. The Center provides services to students with personal, career, academic, and developmental concerns. The Center also provides extensive group and outreach programs, as well as training for master's level graduate assistants.

Qualifications: Earned doctorate in counseling or clinical psychology or related area of concentration. Minimum of three years' experience in counseling, preferably in a college setting. Ability to work well with individuals and groups. Sensitivity to women's issues. Eligibility for Tennessee licensure as a counseling or clinical psychologist. Education and training from APA approved programs preferred.

SALARY: Twelve-month administrative appointment with 21 days' annual leave, 11 holidays, 12 days' sick leave. Paid state or TAA retirement plan. Competitive basic health insurance plan. Salary competitive and dependent upon qualifications.

UNIVERSITY: Regional state university serving approximately 12,000 students through eight colleges and schools including a college of medicine.

STARTING DATE: January 15, 1993 preferred but negotiable.

APPLICATIONS: Review will begin September 1, 1992, and continue until position is filled. Send 11 reprints of interest highlighting competencies, 21 vgs. 31 transcripts, 41 placement papers and/or letters from three current references to: Office of Human Resources, Box 70,064, East Tennessee State University, Johnson City, TN 37614-0064.

An equal opportunity, affirmative action employer which employs only U.S. citizens and allows authorized to work in the U.S. Women and minority candidates are encouraged to apply.

Minimums: Master's degree with eight graduate semester hours in Mathematics and Statistics. Responsibilities include teaching biomechanical and orthopaedic research techniques to students, medical students and supervising students; formulating experimental protocols; analyzing and interpreting experimental results; writing reports; and maintaining laboratory equipment.

Experience with microscopy (SEM, TEM), and computer programming and imaging also required. Responsibilities include teaching biomechanical and orthopaedic research techniques to students, medical students and supervising students; formulating experimental protocols; analyzing and interpreting experimental results; writing reports; and maintaining laboratory equipment.

Send resume and three letters of recommendation to: Dr. Robert L. Ray, Chairperson, Library and Media Services Search Committee, Office of the Registrar, Savannah State College, Post Office Box 20479, Savannah, Georgia 31404.

An Equal Opportunity, Affirmative Action Employer



#### The University of North Alabama DIRECTOR OF ALUMNI AFFAIRS AND ANNUAL GIVING

The University of North Alabama invites applications for the position of Director of Alumni Affairs and Annual Giving. This person will report to the Vice President for University Advancement. The Director's responsibilities include: developing and administering a comprehensive alumni program; hiring, evaluating, and supervising professional and support staff; developing and managing budgets; providing leadership for an array of alumni programs; providing leadership for the development of an alumni volunteer network; development of appropriate alumni publications; providing broad staff support to the Alumni Board of Directors; planning and supervising the annual giving program and working closely with capital campaigns.

Applicants are expected to have a bachelor's degree (master's preferred) in a related field, demonstrated knowledge and experience in alumni programming, recruiting and managing volunteers, budget development and management, overall resource development, supervision of staff, implementation and maintenance of a vigorous annual giving program, and participation in capital campaigns. Strong oral, written, and interpersonal skills are required.

The University of North Alabama is a comprehensive, coeducational, state supported regional university with an enrollment of 5600 students located in Florence, Alabama.

Applications and resumes along with the names, addresses, and telephone numbers of at least three references must be received by August 15, 1992 and should be submitted to:

Office of Human Resources and Affirmative Action  
Box 3043  
Florence, AL 35632-0001  
The University of North Alabama is an Equal Opportunity,  
Affirmative Action Employer.

#### DIRECTOR OF THE COLLEGE LIBRARY AND MEDIA SERVICES

The successful applicant will be expected to formulate and implement the plans, goals, and budgets of the operation of the College Library Media Services; provide educational support and programs for students, faculty, administration, staff, and the community by the effective administration of the staff, services and activities of the Library. The successful applicant must possess a specialty in one of the following resource areas: cataloging, referencing, audio-visuals acquisitions, periodicals and conservation. This is an administrative position with faculty rank. Qualifications: Master of Library Science degree and educational media, instructional technology, communications and library media experience are preferred. Applicant must be able to interact with people of diverse backgrounds. Salary depends upon qualifications. Application Deadline: August 14, 1992. Starting Date: September 10, 1992. Application Procedure: Candidates should submit a letter of application, three current letters of reference, resume, undergraduate and graduate transcripts and any other supportive documents to Mr. Robert L. Ray, Chairperson, Library and Media Services Search Committee, Office of the Registrar, Savannah State College, Post Office Box 20479, Savannah, Georgia 31404.

An Equal Opportunity, Affirmative Action Employer

#### DIRECTOR OF ENVIRONMENTAL SAFETY AND HEALTH

##### LSU Medical Center - New Orleans

This is a position with significant managerial responsibility to coordinate and direct all facets of the safety programs of the LSU Medical Center-New Orleans including occupational, fire, radiation/nuclear, biohazards, hazardous waste disposal, environmental conditions, etc.

Minimal Acceptable Qualifications: Undergraduate or graduate work in engineering, science, safety or health. Master's degree in an appropriate field, terminal degree also acceptable. Three years' general and three years' specialized experience in the Occupational Safety field with significant administrative/managerial experience, preferably in an Academic Health Sciences Center.

Submit applications with resume and three references by August 7, 1992 to:

Vice Chancellor, Institutional Services  
LSU Medical Center  
433 Bolivar Street  
New Orleans, Louisiana 70112

LSU Medical Center is an EO/AA Employer.



Lists of the latest books of interest to Academic—  
scholarly books and books  
about higher education—

every week in The Chronicle.

#### ASSISTANT DIRECTOR of Publications and Visual Production

**RESPONSIBILITIES:** The Assistant Director provides initiative, creativity, and hands-on skills in the planning, design, and production of approximately 160 promotional publications annually, ranging from single-sheet flyers and newsletters to multi-color booklets and the College Catalog. The Assistant Director will be part of a Public Affairs and Publications team that has received more than 30 national awards in recent years, including recognition in 1992 for the best Total Public Relations Program in the United States (2,000 to 5,000 enrollment category) and for one of the best Total Publications Programs in the South among all colleges and universities. The Assistant Director reports to the Associate Vice President and Executive Director of Public Affairs and Publications. The Assistant Director will supervise the typesetting section and one part-time student assistant in art.

**QUALIFICATIONS:** The Assistant Director must demonstrate successful skills and experience in graphic design, typography, layout, illustration, preparation of mechanicals, desktop publishing (preferably Macintosh), writing specifications for printing bids, and working with printers to achieve the desired results. Must be able to integrate message, paper, type, color, and other graphic devices to communicate effectively with the intended audience and appropriately reflect the character of the College. Illustration, writing, and editing skills desirable. Must exhibit strong interpersonal relations with students, faculty, department heads, and administrators. Bachelor's degree required.

**THE COLLEGE:** Longwood is a comprehensive, coeducational, state college with 98 majors, minors, and concentrations. Located in the heart of Virginia, we offer all the advantages of low-cost, small-town living with convenient access to Richmond, Charlottesville, the Blue Ridge Mountains, and the ocean.

**TO APPLY:** Submit a letter of application, resume, samples, salary history, and at least three references (names, addresses, phone numbers) to:

Employee Relations Office  
Attn: H. Donald Winkler  
Longwood College  
201 High Street  
Farmville, Virginia 22909

Review of applications will begin August 15 and continue until the position is filled.  
Longwood College is an Affirmative Action, Equal Opportunity Employer.

## LONGWOOD

#### MARY BALDWIN COLLEGE ADULT DEGREE PROGRAM FACULTY ADVISOR, BUSINESS

The Adult Degree Program of Mary Baldwin College, an innovative and rigorous extension baccalaureate program for adults, seeks a faculty advisor for its regional center in Roanoke, Virginia.

**QUALIFICATIONS:** Candidates for the position should have either the MBA or DBA degree, teaching experience at the college level, and an expressed interest in working with adult students.

**RESPONSIBILITIES:** The successful candidate will provide academic advising to students majoring in a variety of disciplines, provide individual and small group instruction in finance and accounting, and participate as a member of the faculty of Mary Baldwin College, located 90 miles north of Roanoke in Staunton, Virginia.

**APPLICATION INFORMATION:** This is an 11 month faculty position, to begin July 1, 1993, with opportunities for part-time teaching in the 1992-93 academic year. Renewal review will begin August 1 and continue until an appointment is made. Interested candidates should send an application letter, resume, transcripts, and three letters of recommendation to:

DR. PAMELA J. RICHARDSON  
COORDINATOR, ROANOKE CENTER  
MARY BALDWIN COLLEGE, ADULT DEGREE PROGRAM  
910 SOUTH HOFFMAN, SUITE 308  
ROANOKE, VIRGINIA 24016

Mary Baldwin College is an affirmative action, equal opportunity employer.

**Medical Records:** Full-time, untenured position commencing Fall 1992. Bachelor's degree, current registration in teaching of records, ART or RIA. One year's full-time work experience in Medical Records. Closing date August 3, 1992. Prince George's Community College is an Affirmative Action, Equal Opportunity Employer and encourages minorities and women to apply. For application, call Prince George's Community College, Human Resources, 301-22-0512. Prince George's Community College is an Affirmative Action, Equal Opportunity Employer and encourages minorities and women to apply.

**Multicultural Affairs:** Assistant Dean, Student Affairs, to provide multicultural programming and instruction; advise and train students and student groups (largest population being Asian American) and give administrative support to Associate Dean. Primary responsibilities include: programming and seminars on multicultural/diversity issues focusing on the Asian perspective; participate in development and teaching of orientation course for first year undergraduates; upon approval, assist in teaching of diverse multicultural, race and ethnicity; evaluate relevance of university programs to ethnically diverse groups and help develop diverse opportunity tool; assist student groups in grant applications for funding. Must have Master's degree in student affairs, social work or counseling and minimum of three years' work cross-culturally, particularly with Asian and Asian Americans; conduct organizational diversity exercises; successfully grant writing exercises; send resume and two reference letters to: Assistant Dean Search, Campus Student Services, Vanderbilt University, Box 629, Station 1, Nashville, Tennessee 37292. Vanderbilt University is an equal opportunity, affirmative action employer.

## Director, Center for Academic Support Services HOBART & WILLIAM SMITH COLLEGES

**DIRECTOR, CENTER FOR ACADEMIC SUPPORT SERVICES.** The Center for Academic Support Services offers students opportunities for enhancement of basic study, writing, language, and mathematical skills, and access to tutorial services on a group and individual basis. The Center provides assistance with English as a Second Language and coordinates support services for students with learning disabilities, as well as offering diagnostic and assessment services. The Center is currently staffed by the director, a senior tutor in language and writing skills, a mathematics intern, and an administrative assistant. The Director will be responsible for assessment, development, and supervision of Center programs and personnel, as well as providing professional support to students in his or her area of expertise. The Director reports to the Provost, and will work closely with the Dean of Hobart and the Dean of William Smith, their staffs, faculty, and counseling personnel in development of a comprehensive program of support for student achievement and academic achievement, including student assessment.

**HOBART AND WILLIAM SMITH COLLEGES:** Hobart College for men and William Smith College for women are coordinate colleges with a combined enrollment of 1,900, sharing a single campus, president, central administration, faculty and curriculum. The Colleges preserve individuality through separate deans and their staffs, admissions offices, athletic and residence programs, and student government. The educational environment is one which emphasizes interdisciplinary teaching and research, international education, and how difference (e.g., in gender, race, and culture) informs what we share in common as human beings, in a rigorous, liberal arts academic setting.

**QUALIFICATIONS:** Ph.D. in a relevant field is preferred; master's with appropriate professional experience will be considered. Candidates should have experience in developing supplemental learning instruction and in the organization and development of a learning center, and also direct experience in counseling, advising, and instructing students. A capacity for leadership, demonstrated ability to work collegially with both faculty and student support personnel, and a commitment to the ideals of liberal education are important.

**APPLICATIONS:** Letters of application explaining one's interest in and qualifications for this position and accompanied by a résumé and the names of three references may be sent to:



Search Committee, CAS Director  
Hobart and William Smith Colleges  
Geneva, NY 14456



Review of applications will begin August 1 and continue until the position is filled. Hobart and William Smith Colleges are equal opportunity employers and value highly diversity within their professional staff.

## University Ombudsperson Office of the President

Reporting to the President, the Ombudsperson will oversee a pro-active agenda of diversity initiatives on campus. Coordinate the activities of individuals, committees and task forces charged with implementing strategies. Serve as a facilitator to students, faculty and staff in the University community who have issues in the area of diversity. **Qualifications:** Master's degree required, doctorate preferred. Demonstrated experience in diversity program planning, preferably in an urban institution of higher education. Strong interpersonal and communication skills with experience in counseling and mediation. Five to seven years of successful management experience, to include supervisory responsibilities and the handling of personnel relations issues preferred. Send resume to Dean Phyllis Schuman, Office of the President, 110 Churchhill Hall, Northeastern University, Boston, MA 02118. Resumes received by August 15, 1992 will be given full consideration. Northeastern University is an Equal Opportunity/Affirmative Action, Title IX University.

## Northeastern University

**Museum Administration Director position.** The University of Alaska Museum is conducting a search for a Director of the University of Alaska Museum. The Museum, an AAAS-accredited natural history museum, is a center for the collection and preservation of Alaska objects, and the dissemination of information pertaining to the North. The Museum is the only natural history museum in Alaska, and is unique in maintaining research collections in Life Sciences (mammals, birds, fish, and invertebrates), Earth Sciences (geology and paleontology), Anthropology (archaeology and ethnology), The Arts and History (Alutian artifacts). The Director establishes direction for the University museum in all aspects of the University museum's mission. The Director is responsible for the development, planning, budgeting, planning and management of the museum, and other forms of scholarship. The Director is spokesperson for the museum, and is responsible for securing a substantial record of accomplishments in a field of natural history, and in the history of museum administration, and a track record of successful management. **Qualifications:** The Director should have a Ph.D. in a relevant field, and a minimum of 10 years of experience in museum administration. The Director should have a strong background in museum administration, and a track record of successful management. **Applications:** Letters of application explaining one's interest in and qualifications for this position and accompanied by a résumé and the names of three references may be sent to:

Send your application materials to Paul H. McCarthy, Chair, Search Committee, University of Alaska Museum, 907 Yukon Drive, Fairbanks, Alaska 99775. Phone: 907-474-7224, Fax: 907-474-6641. The review process will begin in October and will continue until the position is filled. The position is expected to be filled on or before January 1, 1993. Candidates should have a Ph.D. in a relevant field, and a minimum of 10 years of experience in museum administration. The Director should have a strong background in museum administration, and a track record of successful management. **Applications:** Letters of application explaining one's interest in and qualifications for this position and accompanied by a résumé and the names of three references may be sent to:

## SENIOR POLICY AND PLANNING ANALYST The University of Wisconsin System

The Office of Policy Analysis and Research is seeking a senior analyst who will provide conceptual and analytic support to UW System planning and evaluation in the areas of instructional and administrative performance indicators, salaries, and other curricular activities. Responsible for peer analyses, inter-state and inter-institutional comparative studies, and surveys.

The successful candidate will possess a knowledge of the economics and finance of higher education and will have experience in the areas outlined above. Applicants should have an earned doctorate in a related field or equivalent professional experience, and at least five to seven years of quantitative educational research experience for appointment at the senior level. A combination of institutional and system-level experience is ideal. Essential characteristics include flexibility; strong conceptual, written and oral skills; the ability to thrive under pressure; accuracy and attention to detail.

**SALARY:** Is negotiable based on experience. The UW System offers an excellent fringe benefits and retirement package.

**APPLICATIONS:** Must be received by August 24, 1992 to be considered. Interested individuals should send a cover letter describing their qualifications, a résumé, and the names of at least three references (including addresses and telephone numbers) to:

Dr. Jennifer B. Presley, Associate Vice President  
Office of Policy Analysis and Research  
University of Wisconsin System  
1530 Van Hise Hall, 1200 Linden Drive  
Madison, Wisconsin 53706

The University of Wisconsin System actively seeks applications from women and minorities. Under a court approved settlement agreement and Wisconsin Statutes, we are required to provide a list of all nominees and applicants who have not been selected for the position. This information will be provided to the public upon request. Candidates who are not selected for the position will have their identity revealed as a final candidate.

## WESTBROOK COLLEGE Admissions Office

Westbrook College in Portland, Maine seeks two energetic and creative professionals to plan and coordinate off-campus recruitment programs. Both positions require frequent travel, strong communication skills and knowledge of financial aid and its role in the college-choice process.

**Associate Director of Admissions:** Responsible for individual with five years' experience in college admissions. BA/BS required. Master's preferred. Supervisory and travel planning experience helpful.

**Assistant Director of Admissions:** Position available for individual with two to three years' experience in college admissions. BA/BS required. baccalaureate degree in the liberal arts, health sciences and business.

The newly designed employee benefit package includes options in health and life insurance as well as free tuition, four weeks' vacation, a pension plan and more.

Please forward a current résumé, cover letter and 3 letters of reference by August 5, 1992 to:

Holly M. Steele  
Director of Human Resources  
WESTBROOK COLLEGE  
Beverly Avenue  
Portland, ME 04103  
EOE

## COUNSELOR

Lamar Community College announces a counseling position open in the Academic Advancement Program. Specific duties include recruitment, assessment, personal counseling, crisis counseling, career counseling and referral. Other duties include workshops, orientation, financial aid counseling, and training.

**Master's degree in counseling, student personnel, psychology, or a related degree is required.** Experience with counseling, higher education and working with disadvantaged populations is desired. The Court is 100% for 10 months and is funded by a federal grant. Salary range is \$20,000 to \$21,500 plus state benefits.

**Applications will be accepted until August 7, 1992 at 5:00 p.m.** These must include cover letter, résumé, copy of highest education transcripts showing degrees and a list of three names, addresses and phone numbers of persons who are acquainted with your recent work. Starting date is September 1, 1992. More information about this position can be obtained by calling (716) 338-8248, extension 20. Send application materials to: Ms. Terry Smith, Lamar Community College, 2401 S. Main, Lamar, CO 81052-3688.

AAEOE



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THE ACADEMIC MARKETPLACE

... and not just for jobs.

## Publications Design Coordinator

Experienced publications designer to create original concepts, designs and layouts for a wide variety of University publications; coordinate the work of other graphic artists; monitor print production; and foster a high quality institutional graphic identity program. Requires graduation from high school and four years' experience in commercial art or illustrating work; or an Associate's degree in commercial art and two years of experience. Bachelor's or higher degree in graphic arts or related field preferred. Salary range \$21,800-32,685.

We offer a salary commensurate with your experience and education, and a comprehensive benefits package. For position information, contact Clifton Metcalf at (919) 982-0331. Interested persons must complete the University's application for staff employment. For an application, telephone (919) 980-3200 (Toll Free Research Triangle Area) or (919) 982-2991 or apply at: Employment Department, Office of Human Resources, The University of North Carolina at Chapel Hill, CB #1045, 725 Airport Road, Chapel Hill, NC 27590-1045. An Equal Opportunity/Affirmative Action Employer.



THE UNIVERSITY  
OF NORTH CAROLINA  
AT CHAPEL HILL

## ST. THOMAS UNIVERSITY Miami, Florida

A growing, private, Catholic university with an ethnically & internationally diverse student population composed of 2,500 undergraduate, graduate and law students, approximately 300 who reside in dorms, seeks experienced professionals for the following positions:

### DIRECTOR OF RESIDENCE LIFE

To administer & coordinate residential life program, off-campus housing services & conference groups. Responsibilities will include: recruiting, training & supervising departmental staff; developing & implementing a campus residential life program; off-campus housing referral service; & training program for resident advisors. Requirements: Master's degree in counseling or student personnel services with 3-5 years of successful experience in residence life; excellent oral & written communication/organizational/management skills.

### DIRECTOR OF STUDENT ACTIVITIES

To develop, administer & coordinate student life program and extra-curricular special events & programs; coordinate orientation programs and Commencement Program with Dean of Student Affairs; advise Student Government Association. Requirements: Bachelor's degree in Recreation Management or related field; 3-5 years of proven successful experience in programming/student activities; knowledge of principles & practices in field of counseling; excellent oral & written communication/organizational/management skills.

Respond with letter of interest, salary history/requirements, & résumé no later than 7/21/92 to: St. Thomas University, Office of Human Resources, 18400 NW 52nd Avenue, Miami, Florida 33054; Fax (305) 626-0510, EOE.

Full college level teaching experience. Send résumé, vita, all college transcripts, tape recordings of recent performance, self-addressed envelope must be included for return of mail, and at least three current letters of recommendation by July 31 to Dean David M. Taylor, Livingston University, P.O. Box 23, Livingston, AL 36040. No incomplete applications will be considered. Equal Opportunity Employer.

**Music Minnesota Composers Forum** is establishing residences for composers, internationally and in Minnesota. Call Philip Blackburn, (612) 388-1407.

**Music Director of Choral Activities**, assistant professor, tenure-track position beginning September 1. Master's degree required, preference given to individuals who have proven choral conducting experience and are qualified to teach in second semester college. Position requires strong commitment to excellence in teaching, research, and performance. Send self-addressed envelope with résumé, tape recordings of recent performance, and a list of three names, addresses and phone numbers of persons who are acquainted with your recent work. Starting date is September 1, 1992. More information about this position can be obtained by calling (716) 338-8248, extension 20. Send application materials to: Ms. Terry Smith, Lamar Community College, 2401 S. Main, Lamar, CO 81052-3688.

**Nursing Assistant/Associate Professor of Nursing.** Tenure-track position to help plan and teach in a BSN program for RNs to start in Fall 1992. Position will be available until Spring 1993. Ph.D. preferred. Successful candidate will have a minimum of 5 years of nursing experience, successful teaching experience, successful student advising and scholarly activities. Must be eligible for Virginia licensure. Clinical faculty, a senior college of the southwestern Virginia, is located in the southwestern Virginia, near the Kentucky and Tennessee borders. Founded in 1924, the College serves primarily a region of 10 counties with a comprehensive undergraduate program based in the liberal arts. Send a letter of interest, a letter of intent, a letter of recommendation, and three letters of reference to Dr. L. B. Clack, Vice Chancellor and Dean, Clack Valley College, College Avenue,

## SEARCH REOPENED

### University Accounting Officer University of Nebraska

The Office of Vice President for Business and Finance seeks applications for the position of University Accounting Officer. The University Accounting Officer reports to the Associate Vice President for Business and Finance and is responsible for preparing University-wide financial statements for inclusion in the Comprehensive Annual Financial Report, coordinating the accounting calendar including the year-end closing process, preparing quarterly reports, and undertaking other projects relating to University financial management and auditing. A major responsibility of this position is the efficient operation of the integrated financial management system including improvement of the system through reengineering and restructuring business processes and the utilization of new technology.

Minimum qualifications include a Bachelor's degree, five years of university accounting experience, CPA designation, and evidence of experience and interest in the application of technology to accounting and financial processes. Salary will be competitive and commensurate with experience.

Screening will begin immediately and will continue until a suitable applicant is found. Please send a letter of application, résumé, salary requirements, and the names and telephone numbers of three references to:

Dr. James C. Van Horn  
Associate Vice President for Business and Finance  
University of Nebraska  
Lincoln, NE 68583-0742

The University of Nebraska is an Affirmative Action, Equal Opportunity Employer and specifically invites and encourages applications from women and minority candidates. If you require an accommodation in order to apply for this position, please call (402) 472-5900.

## Assistant Director of Alumni Programs

Wesleyan University needs an energetic person with strong interpersonal skills to encourage the activities of local volunteer alumni clubs across the country. These clubs host receptions, sponsor programs, and assist with admissions recruitment, career counseling and annual giving.

The Assistant Director recruits and supports key volunteers, analyzes and guides local and regional alumni strategies, participates in on-campus alumni events and works with the annual fund staff. During the second semester, the focus of the position shifts to the task of planning and managing the Reunion Weekend program.

Candidates should enjoy the challenges of extensive travel, long work hours and public interaction. A Bachelor of Arts degree as well as a strong commitment to liberal arts education is required. Excellent writing, oral communications and organizational skills are essential. Creativity, flexibility and strong personal initiative are qualities that will foster success. Experience in university fund raising, alumni programs, public relations or marketing is preferred. Familiarity with database systems is helpful.

Full consideration will be given to applications received by August 12, 1992. Candidates should send a letter of interest and resume to: Human Resources, 70 Wyllys Avenue, Wesleyan University, Middletown, CT 06489-0418.



Wesleyan University  
An Equal Opportunity & Affirmative  
Action Employer M/F/D/V.

**Search Committee, Personnel Division.** The University of Alaska is seeking a Director of Admissions. The position reports to the Vice President for Academic Affairs. The Director of Admissions is responsible for the University's admission process and provides a smoke-free work environment.

**Wesleyan University** is seeking a Director of Admissions. The position reports to the Vice President for Academic Affairs. The Director of Admissions is responsible for the University's admission process and provides a smoke-free work environment. The position is open to individuals with a minimum of five years of experience in higher education admissions. The position is open to individuals with a minimum of five years of experience in higher education admissions. The position is open to individuals with a minimum of five years of experience in higher education admissions.

**Personnel:** The Institute of American Indian Arts seeks a Personnel Director. The position reports to the Director of Admissions. The Personnel Director is responsible for the University's personnel process and provides a smoke-free work environment. The position is open to individuals with a minimum of five years of experience in higher education personnel. The position is open to individuals with a minimum of five years of experience in higher education personnel. The position is open to individuals with a minimum of five years of experience in higher education personnel.

**Physical Education:** Seeking applications for tenure track position. Experience in physical education and coaching is required. The position is open to individuals with a minimum of five years of experience in physical education. The position is open to individuals with a minimum of five years of experience in physical education. The position is open to individuals with a minimum of five years of experience in physical education.

## Curry College



### Director

### Program for Advancement of Learning

Small private College in suburban Boston seeks creative, dynamic, energetic leader to direct internationally-known learning program for qualified college students with learning disabilities and differences. Candidates should hold the doctorate, and must demonstrate strengths in administration, teaching, research, fund raising, and networking. The successful candidate will lead a diverse 15-member faculty in all areas of the operation of the program. The Director reports to the Dean.

The Program for Advancement of Learning (PAL), among the oldest and most highly respected college-level learning programs in the United States, was founded at Curry in 1970. The goal of PAL is to empower students through metacognition—helping students understand how they think and learn. The program is an integral part of the College, which balances liberal and professional learning on a spacious and wooded campus in Milton, Massachusetts. The College enrolls approximately 950 full-time and 200 part-time undergraduates; there is a small graduate program as well.

Candidates must possess a thorough knowledge of human development and intellectual assessment. Strong communication skills are essential. Send letter of application with full résumés by August 8 to:

Search Committee Chairman  
Dr. David Fido, Dean  
Curry College  
79 Atherton Street  
Milton, MA 02186

## Director of Development

### Search Re-Opened

Spring Hill College, a Jesuit liberal arts college with an enrollment of 1200, is seeking a Director of Development. The Director will report to the Vice President for Development and will be responsible for planning, directing, and implementing the College's development program, including annual giving, planned giving, major gifts, and corporate and foundation support.

A Bachelor's degree and five to seven years' experience in fund raising in a college or non-profit organization are required. The candidate must have strong leadership, organizational and management skills as well as demonstrated success in fund raising. Experience in implementing and supervising annual fund programs incorporating class appeal, parent appeal, phone/mail, and business and industry components is preferred. Excellent written and oral communication skills are also necessary.

Interviews will begin August 1. Applications and nominations should be sent as soon as possible to:

Don Freeman  
Vice President for Development  
Spring Hill College  
4000 Dauphin Street  
Mobile, AL 36688



## SPRING HILL COLLEGE

Spring Hill College is an Equal Opportunity Employer.

## ASSISTANT DIRECTOR/ DIRECTOR OF THE UNIVERSITY CHOIR

Tuskegee University is a co-educational, privately controlled, yet state-related, professional, scientific, and technical university located in Tuskegee, Alabama. As one of the oldest of the nation's historically Black institutions of higher learning, Tuskegee University has taken great pride in its renowned University Choir and distinguished African-American composers.

The Director of the University Choir will plan an annual program of choral music and instruction for a 100-voice choir which will sing for major convocations, weekly chapel services and invited performance engagements.

The director will hold a master's degree in music education, with an emphasis in voice or choral directing, music theory and technique, or demonstrate equivalent or higher professional achievement. Keyboard ability is strongly preferred.

Substantial knowledge of classical music and African-American traditional and contemporary choral music is required. The Director of the University Choir will manage a budget and cooperate closely with the Dean of the Chapel.

Candidates should be prepared to serve six to nine months as assistant choir director before assuming the position of Director of the University Choir. The evaluation of candidates will begin immediately and will continue until the position is filled. Send letter of application and c.v. to: Dr. Jean Pitts, Assistant Provost, 207 Kresge Center, Tuskegee University, Tuskegee, AL 36088.

**Personnel:** The Institute of American Indian Arts seeks a Personnel Director. The position reports to the Director of Admissions. The Personnel Director is responsible for the University's personnel process and provides a smoke-free work environment. The position is open to individuals with a minimum of five years of experience in higher education personnel. The position is open to individuals with a minimum of five years of experience in higher education personnel. The position is open to individuals with a minimum of five years of experience in higher education personnel.

**Physical Education:** Seeking applications for tenure track position. Experience in physical education and coaching is required. The position is open to individuals with a minimum of five years of experience in physical education. The position is open to individuals with a minimum of five years of experience in physical education. The position is open to individuals with a minimum of five years of experience in physical education.

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## SCHOOL OF ENGINEERING AND APPLIED SCIENCE



The School of Engineering and Applied Science is seeking several experienced, energetic, and creative Student Affairs professionals.

### COMBINED PLAN COORDINATOR

The combined plan is a five-year joint undergraduate program between the School of Engineering and Applied Science and some ninety Liberal Arts Colleges located nationwide. Students completing the program receive both a liberal arts degree, and a bachelor of science degree in engineering. The position will direct all phases of recruitment, admissions, academic advisement, and on-campus programming for Combined Plan Students. This individual will also coordinate the graduate financial aid and admission team for the engineering school. A BA and 3 years of experience in admissions or student affairs is required.

### ASSISTANT DIRECTOR OF GRADUATE ADMISSIONS

The Assistant Director is responsible for the management of the graduate admissions process for over 3,500 applicants to the School's seven academic departments. The Assistant Director provides general academic and program information to prospective and continuing students, assumes responsibility for the processing of applicant information from initial point of inquiry through matriculation and registration, and serves as a liaison to various campus support services. The successful candidate will have a BA, 3-5 years of admissions experience, a working knowledge of student information systems, and knowledge of financial aid. Limited travel is necessary for this position.

### ADMISSIONS COUNSELOR/ ASSISTANT DIRECTOR OF UNDERGRADUATE ADMISSION

Responsibilities include: recruitment, selection and admission of applicants for the School of Engineering and Applied Science and Columbia College. The successful candidate will have a BA, 3-5 years of admissions experience, and a working knowledge of on-line student information systems. Experience in an engineering school preferred. A valid driver's license and a willingness to travel are required.

We offer competitive salaries and excellent benefits. Please indicate which position you are applying for and forward a resume, including four professional references to: Dean of Students Office, School of Engineering and Applied Science, Columbia University, 510 SW Mudd, 500 West 120th Street, New York, NY 10027. Application review will begin July 20, 1992, and continue until the positions are filled.

## COLUMBIA UNIVERSITY

Columbia University is an affirmative action/equal opportunity employer.

## DIRECTOR OF CONTINUING EDUCATION

Wheelock College is a nationally recognized leader specializing in the care and education of children and families.

Director will develop entrepreneurial program, coordinate international education program, provide leadership to various College-based Centers, and develop credit/non-credit courses, seminars, institutes, etc. Requires Master's degree in appropriate area of specialization (Educational Leadership, previous experience in program planning, grant writing, and budget preparation; five years of successful management experience in higher education; demonstrated ability to work cooperatively with various campus constituencies; faculty, staff, agencies, foundations, etc.; and a commitment to enhancing diversity on campus. Begin 10/92.

Submit resume and letter of application by 8/1/92 to Ms. Diane Mason, Dir. of Development, Wheelock College, 300 The Riverside, Boston, MA 02118.

## Wheelock

Wheelock College is an Equal Opportunity/Affirmative Action Employer, and is committed to diversity.

Carolyn 20216; phone (704) 378-1081. AAJ EOE.

**Physical Therapy:** Faculty positions available August 15, 1992 at the University of Central Arkansas, Conway, Arkansas. The position is open to individuals with a minimum of five years of experience in physical therapy and advanced master's curriculum with areas of expertise: pursue professional growth/development; provide university service; practice clinically; job dynamic faculty of 30 with a certified specialist. Teaching facilities new and abundant; very nine-month; secure tenure; position available and require degree in physical education (Bachelor's degree in Physical Therapy or related field) (doctoral degree preferred). Must have three years' clinical experience with eligibility for licensure. One nine-month, instructor position available and require degree in Physical Therapy (advanced degree preferred). Send resume and letter of application to: Physical Therapy Department, University of Central Arkansas, Conway, Arkansas 72035. (501) 505-3411. UCA is an AAJBOE.

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of Hartford is located in beautiful south-

goal of full accreditation. The University of Hartford is located in beautiful south-

## Dean of Continuing Education and Director of the Universities Center JACKSON STATE UNIVERSITY

Jackson, Mississippi

The University seeks an individual with large-scale administrative experience and an awareness of the mission and goals of an urban public university to fill the position of Dean of Continuing Education and Director of the Universities Center. This person will report to the Vice President for Academic Affairs and will be responsible for the operation and general management of the Division of Continuing Education and the Universities Center.

The Division of Continuing Education offers educational services through credit and non-credit programs. The Universities Center consists of five participating institutions of higher learning: Jackson State University, Mississippi State University, University of Mississippi, University of Southern Mississippi, and Hinds Community College.

The Universities Center, located by Jackson State University, serves as another avenue to providing higher educational opportunities to the population of Central Mississippi. The Dean of Continuing Education and Director of the Universities Center is expected to work closely with school deans in facilitating and promoting the programmatic efforts relative to lifelong learning. He or she will also serve as liaison in regard to cooperative efforts with other institutions, agencies and organizations.

**QUALIFICATIONS:** The successful candidate must have an earned doctorate; significant administrative experience; ability to communicate effectively with campus community and external agencies; and ability to work effectively with the universities and community colleges in facilitating continuing education efforts and the mission of the Universities Center.

**SALARY:** Salary is competitive and negotiable.

**THE UNIVERSITY:** Jackson State University (JSU) is a coeducational, public institution supported by the State of Mississippi. It is located in the capital city, Jackson, the state's major metropolitan area with a population of over 350,000. Enrolling approximately 6,500 students, JSU is the largest state university in the South part of the state.

The University is composed of the following academic units: School of Business, School of Education, School of Liberal Arts, School of Science & Technology, the Graduate School and Office of Research Administration, the Division of Continuing Education, Honors College, and the University College. It has over 300 faculty and offers thirty-eight bachelor's degree programs, thirty-two master's degree programs, and four doctoral programs.

**APPLY TO:** The position will be filled on or before February 1, 1993. Interested individuals are requested to send a letter of application, résumé, and four letters of reference by October 15, 1992 to:

Dr. Everett L. Witherspoon  
Vice President for Academic Affairs  
Jackson State University  
P. O. Box 17199  
Jackson, MS 39217  
(601) 968-2244

AN AFFIRMATIVE ACTION, EQUAL OPPORTUNITY EMPLOYER

## WESTERN MARYLAND COLLEGE (a selective, private, independent liberal arts college)

Two Positions Available

Join a CASE award-winning advancement team that is building and preparing for a comprehensive capital campaign in planning. These two new positions will play key roles in expanding the College's advancement program. Both positions report to the Associate Vice President and Director of Development.

**Director of Planned Giving:** responsible for planning and conducting comprehensive planned giving program seeking current and deferred gifts utilizing planned planning techniques, including marketing strategies using direct mail, publications, and educational programs. The Director of Planned Giving will be integrally involved in capital campaign and will conduct cultivation and solicitation visits.

Three or more years of experience in development or a related field is required. Bachelor's degree mandatory. Familiarity with planned giving techniques and the tax implications of charitable giving are strongly desired.

**Director of Corporate and Foundation Relations:** responsible for organizing, planning and conducting programs designed to seek gifts from corporations and foundations. Includes identification of foundation and corporate prospects, writing proposals, conducting cultivation and solicitation activity, and preparing stewardship reports. The Director will play a key role in the forthcoming capital campaign.

Candidates must possess Bachelor's degree and at least three years of experience in development or a related field. Direct experience in corporate and foundation relations preferred. Organizational, communication and writing skills highly prized.

Located 28 miles northwest of Baltimore and 55 miles from Washington, D.C., the College is celebrating its 125th anniversary. It has a full-time undergraduate enrollment of 1,200 men and women and an alumni body of more than 14,000.

Salary and benefits are competitive. Candidates may send résumé, salary requirements, and the names of three references by August 17 to:

Thomas G. Sieback  
Director of Personal  
Western Maryland College  
Two College  
Westminster, Maryland 21157

Western Maryland College is an Equal Opportunity.

Affirmative Action Employer.

Women and minorities are encouraged to apply



## ASSOCIATE DIRECTOR FOR RECRUITMENT, ADMISSIONS AND STUDENT SERVICES

THE DIVISION OF INTERNATIONAL PROGRAMS ABROAD at Syracuse University seeks an Associate Director for Recruitment, Admissions and Student Services. This is a twelve-month administrative position, Grade 46. The Associate Director is responsible for directing study-abroad programs on the home campus and at other colleges and universities on a national scale. This includes promotion, advertising, publications and all four weeks each semester visiting other campus responsibilities, including the articulation of student services with overseas centers and other campus offices.

Bachelor's degree minimum required; Master's or equivalent experience desirable. Five years' experience administering international programs for U.S. colleges and universities, or in a public or private directing staff and working with students, faculty and administrators. Strong skills in interpersonal relations; presentational ability; writing; communication; designing, implementing and evaluating public relations and outreach strategies; and a commitment to a managerial style stressing the concepts of Total Quality Improvement. Recruiting experience is desirable.

This position will commence mid-October or sooner. Hiring annual salary range: \$37,760-\$42,850. Candidates must submit a letter of application, résumé, and names, telephone numbers and addresses of at least three references. Completed applications, as outlined above, must be received by August 12, 1992 at: Office of Human Resources, SYRACUSE UNIVERSITY, Skidmore Office Building, Syracuse, NY 13244. An Equal Opportunity, Affirmative Action Employer.

Virginia Intermont College is looking for an experienced professional to lead its Student Life staff. This is a Cabinet level position and reports directly to the President.

V.I. is a full (600 students) church-related college. The College is located in Bristol (pop. 45,000). Review of applications will begin August 3. Send current résumé to:

President's Office  
Virginia Intermont College  
1013 Moore Street  
Bristol, VA 24201  
Equal Opportunity Employer

## Dean of Students

Virginia Intermont College is looking for an experienced professional to lead its Student Life staff. This is a Cabinet level position and reports directly to the President.

V.I. is a full (600 students) church-related college. The College is located in Bristol (pop. 45,000). Review of applications will begin August 3. Send current résumé to:

President's Office  
Virginia Intermont College  
1013 Moore Street  
Bristol, VA 24201  
Equal Opportunity Employer

**Psychology/Counseling:** University of Pittsburgh, Counseling Center, individual and group counseling, coordination of minority outreach. Requirements include doctorate in psychology or MSW and demonstrated expertise in individual and group counseling. Experience in college/university setting preferred. Salary and benefits are competitive. Send résumé and three references to: Dr. Philip H. Jones, Director of Counseling, University of Pittsburgh, 335 William Pitt Union, Pittsburgh, PA 15260. An Equal Opportunity Employer.

**Reading Education:** Grand Canyon University, a growing Baptist university of 180 students, seeks an Assistant or Associate Professor, Reading Education. Requirements include a master's degree in reading and a minimum of five years' experience. Responsibilities include teaching undergraduate courses, supervising student teachers and advising students. Send résumé and three references to: Dr. Philip H. Jones, Director of Counseling, University of Pittsburgh, 335 William Pitt Union, Pittsburgh, PA 15260. An Equal Opportunity Employer.

**Psychology/Counseling:** Staff Psychologist. The Student Health Service at the University of Alabama has a position open for a staff psychologist in the Counseling and Psychological Services Center. The successful candidate will be responsible for providing direct services to University students. Other responsibilities include training and supervision of advanced graduate students, interdisciplinary staff of the Student Health Service, and coordination of outreach services. Send résumé and three references to: Dr. Philip H. Jones, Director of Counseling, University of Pittsburgh, 335 William Pitt Union, Pittsburgh, PA 15260. An Equal Opportunity Employer.

**Recreational Sports:** The Mississippi State University Department of Recreational Sports is seeking an individual to fill the position of Assistant Director, a twelve month position. The successful candidate will be responsible for the administration of the department. Send résumé and three references to: Dr. Philip H. Jones, Director of Counseling, University of Pittsburgh, 335 William Pitt Union, Pittsburgh, PA 15260. An Equal Opportunity Employer.

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**Bulletin Board**  
The Chronicle of Higher Education  
1255 Twenty-Third Street, NW, Suite 700  
Washington, D.C. 20037

## DEAN OF THE COLLEGE OF LAW WEST VIRGINIA UNIVERSITY

West Virginia University seeks nominations and applications for the position of the Dean of the College of Law. West Virginia University, founded in 1867 as a land grant institution, enrolls 22,460 students. The College of Law is located on the campus of the University in Morgantown, West Virginia. Morgantown is a diverse and scenic community of approximately 45,000, with ample recreational activities and easy access to Pittsburgh and Washington, D.C. The College of Law is the only law school in the state. It has a student body of approximately 425, and its full-time faculty number twenty-five.

The Dean is the chief academic and administrative officer of the College of Law and reports to the Provost of the University. He or she has overall responsibility for the administration of the College of Law, and for encouraging and facilitating excellence in faculty scholarship, teaching, and public and professional service. The Dean is also responsible for maintaining a strong working and professional relationship with the state bench and bar for continuing to promote the goals of affirmative action in the recruitment and retention of faculty and students; and for furthering educational innovation and institutional development. The Dean likewise represents the College of Law within the University, the community of law schools, the larger community of higher education, and before the general public.

Candidates considered for the position must possess a J.D. from an accredited institution or its equivalent and possess a record of significant academic and scholarly achievement. Candidates must demonstrate, through their experience and accomplishments, administrative and leadership ability and the capacity to promote institutional excellence. Prior law school teaching and administrative experience is highly desirable.

West Virginia University is strongly committed to diversity and welcomes nominations and applications from women, minorities, and persons with disabilities. Salary for the position will be commensurate with the experience and qualifications of the person selected. Candidates must submit a letter of application, a résumé, and the names, addresses and phone numbers of three references. The screening process will begin October 31, 1992, with applications accepted until the position is filled. Early submission of application materials is strongly encouraged. The starting date of this position will be July 1, 1993. Applications and nominations should be directed to:

Dr. Russell K. Dean, Chairperson  
Search Committee for Dean, College of Law  
Office of Academic Affairs and Research  
West Virginia University  
206 Stewart Hall, P. O. Box 6001  
Morgantown, WV 26506-6001

West Virginia University is an Affirmative Action, Equal Opportunity Employer.

## UNIVERSITY OF ILLINOIS FOUNDATION

The Foundation is seeking applicants for the following full-time positions.

### DIRECTOR OF MAJOR GIFTS

The Director is responsible for developing and implementing all phases of the major gifts program. Reports to the Executive Director, works closely with the Director of Trust Relations and Planned Giving, and chairs the Major Gifts Committee. Primarily fund raising with management of major gift prospects, including cultivation, solicitation, and closing. Extensive travel required.

The desired qualifications are a full range of unquestioned integrity with experience in higher education fundraising; one lived in Chicago and others in Illinois. Must have had prior experience in an appropriate discipline and 3-5 years' major gift experience or the equivalent.

### TRUST RELATIONS OFFICERS

There are 2 new immediate openings for full-time specialists experienced in planned and deferred giving techniques; one lived in Chicago and others in Illinois. Reporting to the Director of Trust Relations and Planned Giving, they are responsible for identification, cultivation and solicitation of prospects who wish to make major, planned, and deferred gifts. They represent all University programs and campuses. Extensive travel required.

Qualifications are a bachelor's degree required with three years' experience in planned/deferred giving, preferably at a university, or in related area of law, trust administration, or finance. An advanced degree and Certified Financial Planner (CFP) or similar designation are desirable.

Competitive benefit package and compensation based upon experience. For full consideration, send a letter of application (please stipulate position) and résumé, in confidence, by July 31, 1992 to:

(Major Gifts or Trust Relations) Search  
University of Illinois Foundation  
224 Illinois Union  
1401 West Green Street  
Urbana, IL 61801

By FAX:  
Just call The Chronicle's FAX number, (202) 296-2691. For more information and to verify that we've received your copy, call our regular number, (202) 466-1056.

By telephone:  
Our Bulletin Board assistants will be happy to take your advertisements dictated over the telephone. We'll do so any day of the week right up to 2 p.m. Monday—our weekly deadline (except for holidays). Just call: (202) 466-1050.

By mail:  
Simply send the copy for your advertisement to the address below. You're likely to find the mails especially convenient when your copy is ready on a Tuesday or Wednesday. From almost anywhere in the United States, first-class mail sent on either of those days will reach us in time to make our Monday deadline. Send your ad copy to:

**Bulletin Board**  
The Chronicle of Higher Education  
1255 Twenty-Third Street, NW, Suite 700  
Washington, D.C. 20037

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## WINONA STATE UNIVERSITY Winona, Minnesota

**DEAN OF THE COLLEGE OF BUSINESS**

Provides leadership in undergraduate and master's program development. Coordinates overall administration of Accounting, Business Education, and Office Systems Administration, Economics and Finance, Management, Marketing, the Small Business Institute, Small Business Development Center, and the Bureau of Business and Economic Research. Coordinates programs within the College of Business and interdisciplinary programs. Responsible for the business program in Rochester and other off-campus programs. Makes recommendations on all personnel activities in the Academic Vice President. Assists in the allocation of the university budget. Frequently communicates with chairpersons and faculty and facilitates professional development of faculty and students. Develops relationships within the university and community at large and engages in resource development to support college initiatives.

**QUALIFICATIONS:** Earned doctorate from an accredited graduate institution in one of the major disciplines represented in the College. At least five years of successful experience in higher education, including both teaching and administration. Demonstrated administrative skills with budgets and business procedures, personnel (preferably in a system with faculty collective bargaining), and affirmative action practices. A record of research, publication, and other scholarly achievements. Orientation toward outcomes indicators. Ability to work cooperatively with faculty and administrators. Demonstrated ability in business and community relations and resource development.

Application date as soon as possible. Salary is competitive. Application must include letter of application, résumé, transcripts, and 3 letters of reference.

**APPLY TO:** Dean of Business School, Affirmative Action Office, Winona State University, P. O. Box 5838, Winona, MN 55987-8438. Open until filled. Screening of applications begins September 10, 1992. Nominations must be submitted by August 10, 1992.

WSU is an Affirmative Action, Title IX, Equal Opportunity Employer.

Women, minorities, and individuals with disabilities are encouraged to apply.

## New York University

### DEAN

Leonard N. Stern School of Business

New York University invites nominations and applications for the position of Dean of the Leonard N. Stern School of Business.

The School is the largest private business school in the United States and offers many degrees, from Bachelor to Doctorate. The School has recently opened its new Management Education Center which consolidates the undergraduate college and graduate division in a state-of-the-art facility located at New York University's Washington Square Campus. The School has a diverse and international student body and an excellent faculty that makes the School a laboratory for the study of the study of domestic and international business management at close range.

Qualifications for the position include management skill and creativity, with evidence of ability to provide strong academic leadership. The Dean has overall responsibility for the planning and administration of academic programs, financial planning and budgeting, including development and external affairs.

Letters of nomination or application, together with resumes and other supporting materials, should be sent to the Dean by Friday, August 14, 1992 to: Professor Martin J. Crawford, New York University, Stern School of Business Dean Search Committee, Bobst Library, Room 1215, 70 Washington Square South, New York, New York 10012. New York University encourages applications from women and members of minority groups.

Research Assistant Professor, Job Order #A51444. Investigate the role of crystallization in the formation of biological structures. Submit abstracts to the 1992 Annual Meeting of the American Crystallographic Association, August 15-19, 1992, in San Francisco, California. Research Assistant Professor, Job Order #A51444. Investigate the role of crystallization in the formation of biological structures. Submit abstracts to the 1992 Annual Meeting of the American Crystallographic Association, August 15-19, 1992, in San Francisco, California.

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## COLLEGE PRESIDENT

The Board of Trustees of Montgomery Community College, Troy, NC, invites nominations and applications for the position of President of the College.

MCC is a fully accredited two-year college with a student body of 3,414 (44% Hispanic/Latino, 34% African American, 18% Caucasian, 4% Asian/Pacific Islander, and 10% other). The College is a member of the North Carolina Community College System, and serves rural Montgomery and surrounding counties. The school offers a curriculum in academic, technical, vocational, and continuing education courses. It is offering a new college transfer program.

Candidates should have demonstrated administrative skills, leadership qualities, and specific experience in financial and program development. Candidates should have superior communication skills, and a willingness to work with all segments of the community, faculty, civic and other community groups.

Earned Master's degree is required. An accredited institution is preferred but not required. The salary will be based on the State Salary Schedule.

MCC is an Affirmative Action, Equal Opportunity Institution.

Applications will be accepted until the position is filled. The search committee will begin screening candidates' materials on September 15, 1992. Interviews are especially encouraged prior to that date.

For application forms, or additional information, write to:

Dr. Forest Ions, Secretary  
North Carolina Community College System  
Troy, North Carolina 27371  
Telephone: 1-800-433-2603

WSU is an Affirmative Action, Title IX, Equal Opportunity Employer.

Women, minorities, and individuals with disabilities are encouraged to apply.

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# JOHN F. KENNEDY UNIVERSITY

## POSITION AVAILABLE

### DEAN

#### SCHOOL OF MANAGEMENT

John F. Kennedy University, founded in 1964, is an independent university serving approximately 1,700 students in the San Francisco Bay Area. The University consists of five schools: the School of Law, the School of Liberal Arts, the Graduate School for the Study of Human Consciousness, the Graduate School of Professional Psychology, and the School of Management.

The School of Management offers afternoon, evening and weekend programs leading to the BS in Business Administration, the MA in Career Development, the MA in Management, and the MBA. The school currently enrolls 250 students. The dean is the chief academic and administrative officer of the school. In collaboration with the faculty, the dean is responsible for program development, implementation and evaluation; hiring and evaluation of faculty; budgetary planning and control; and student recruitment. The dean represents the school within the University. In conjunction with other University officials the dean undertakes outreach activities, including public relations and fundraising.

The University is seeking a creative academic leader with both educational and business experience. Demonstrated academic managerial skills are essential, and a successful candidate will be committed to collaborative administration.

Candidates should possess a graduate degree and a minimum of five years experience in higher education or the equivalent in a related area. Experience working with adult students and an understanding of the role of fulltime and adjunct faculty in higher education are desirable. The candidate should have a commitment to diversity in all aspects of education and value community involvement.

The salary range for the position is \$45,000 to \$50,000. This is a fulltime position with benefits.

Proposed starting date is October 1, 1992. Review of applications will begin August 20, 1992. Send a cover letter, a resume, a statement of educational philosophy, and three letters of recommendation to:

JOHN F. KENNEDY UNIVERSITY  
Search Committee  
Dean of the School of Management  
Personnel Department  
12 Alameda Road  
Orinda, CA 94563

The University regrets that applicants cannot be reimbursed for expenses related to the application or interview process.

John F. Kennedy University is an equal opportunity employer. The University does not discriminate on the basis of race, color, national origin, religion, age, marital status, gender, sexual orientation or physical condition. In a continuing effort to enrich its academic environment and provide equal educational and employment opportunities, the University actively encourages applications from members of all groups that are underrepresented in higher education.

## Dean, School of Art

The University of Michigan is seeking nominations and applications for the position of Dean of the School of Art. An individual of vision and vitality is sought to lead the School. Approximately 600 students enroll as undergraduates and graduates degree candidates with extensive additional enrollment from other schools and colleges at the University. The Dean is the chief academic and administrative officer of the School and reports to the Provost and Vice President for Academic Affairs. This individual will play a major role in fund raising for the School and strong commitment to affirmative action and equal opportunity.

An applicant for the position should have leadership qualities, a demonstrated record in administration, and professional stature in the arts. An appropriate terminal degree or the equivalent is expected. Applications should include a detailed curriculum vitae and the names, addresses, and telephone numbers of three references. While applications will be considered until the position is filled, applications received by October 1, 1992 will be given priority. The University's dedication to excellence is complemented by our commitment to diversity in all aspects of our community. We actively encourage women, people with disabilities, and members of minority groups to apply. The positions should be available on July 1, 1993. Nominations and applications should be sent to:

Professor John H. Stephenson, Chair, Search Committee for Dean, School of Art, University of Michigan, 3071 Fleming Building, Ann Arbor, MI 48106-1840; telephone 313-763-4003.

The University of Michigan is an equal opportunity, affirmative action employer.

The University of Michigan

Research/Neurology: Research Associate to participate in research on cerebral hemodynamics and metabolism in patients and normal subjects, using PET, MRI and X-ray techniques. To do neurovascular imaging, performance of PET and MRI studies, data analysis using computer image processing systems, and preparation of reports. Requires M.D. or equivalent with three years' clinical experience in neurovascular imaging, and PET research experience in cerebrovascular diseases and PET research experience with computer imaging.

systems, 35 hours/week, \$30,000/year. Relocation assistance. Send resume to: Philip J. Hirsch, Director, 440 North 3rd Street, 3rd Floor, Minneapolis, MN 55415. Refer to Job Order #444337.

Research/Physics Research Associate, 40 hours/week, \$35,325/year. To research laser laboratory studies of spectroscopy and chemical kinetics of gaseous molecular systems. Researcher will be responsible for data collection, data analysis, and publication. Requires M.S. or equivalent with three years' experience in laser spectroscopy and chemical kinetics. Send resume to: Dr. J. H. Hirsch, Director, 440 North 3rd Street, 3rd Floor, Minneapolis, MN 55415. Refer to Job Order #444337.

Research/Physics Research Associate, 40 hours/week, \$35,325/year. To research laser laboratory studies of spectroscopy and chemical kinetics of gaseous molecular systems. Researcher will be responsible for data collection, data analysis, and publication. Requires M.S. or equivalent with three years' experience in laser spectroscopy and chemical kinetics. Send resume to: Dr. J. H. Hirsch, Director, 440 North 3rd Street, 3rd Floor, Minneapolis, MN 55415. Refer to Job Order #444337.

## DEAN

### School of Business

#### (Bloomington/Indianapolis)

### INDIANA UNIVERSITY

The School of Business at Indiana University is seeking applications and nominations for the position of Dean.

**Responsibilities:** The Dean provides innovative academic and administrative leadership to the School of Business in a time of change and is responsible for the financing and operation of eight departments. The Dean is expected to articulate the mission of the School, to foster outstanding teaching, research and service, and to expand the resource base.

**Qualifications:** Candidates should have either the qualifications and achievements consistent with a tenured appointment as full professor or a business background with an outstanding record of leadership and achievement and a demonstrated commitment to and understanding of higher education.

**Desirable qualifications include:**

- ability to lead and manage faculty, students and staff;
- commitment to excellence in teaching, research and service;
- personal qualities that facilitate working relationships with the University, other disciplines, alumni and business leaders;
- ability in fund raising;
- understanding of the international business environment.

**The School:** The School offers degrees at the Bachelor's, Master's and Doctorate levels. All three are highly ranked programs nationally. The School has an enrollment of 3,500 undergraduate and 1,160 graduate students, 200 faculty members and 60,000 alumni. It offers a wide variety of executive development and international exchange programs.

**The School:** The School offers a policy of one mission and one faculty at two locations—Bloomington and Indianapolis.

**Starting Date:** The position will be available on July 1, 1993.

**Applications and Nominations:** Applications received before October 14, 1992 will be given priority. Candidates should submit a letter of interest and a curriculum vitae or resume. Nominations and applications should be sent to:

Trevor Brown, Chair  
Dean Search Committee  
School of Business  
Indiana University  
Bloomington, IN 47405

Indiana University is an Equal Opportunity, Affirmative Action employer. Women and minorities are urged to apply.

## PASSAIC COUNTY COMMUNITY COLLEGE

### ACADEMIC ADMINISTRATION

#### (two positions)

Dean for Instruction, responsible for curriculum, faculty, equipment, budget, evaluation and planning. The position reports to the Vice President for Academic Affairs and requires someone with a doctorate in an academic field, five years' college-level teaching experience and at least three years' administrative experience at the department level or higher. A person of vision is sought who can work with faculty members to build and strengthen the academic program. Salary and benefits are based on experience and will be competitive.

**Assistant Academic Dean for Evening and Special Programs:** supervise all evening, Saturday, and Summer sessions, provide leadership and oversight in cooperation with department chairs and others for approval. The position reports to the Vice President for Academic Affairs and requires someone with at least a Master's degree, five years' college-level teaching experience, and three years' administrative experience at the department level or higher. A person with entrepreneurial ability is sought who will develop and supervise special programs on and off the campus, including on-site training programs. Salary and benefits are competitive.

**The Environment:** The college is a multi-cultural, multi-racial, community college located in Paterson, NJ. It occupies an interconnected building complex in the heart of the city. The situation is growing rapidly and has already outgrown its present campus and currently plans the renovation and development of additional space.

**Application Procedures:** Review of candidates will continue until the position is filled. Women and minorities are encouraged to apply. Submit curriculum vitae, a sample of written work—preferably dealing with a relevant academic issue, and the names, addresses, and telephone numbers of at least five references to the Director of Personnel, Passaic County Community College, 170 College Boulevard, Paterson, NJ 07650-1179. AAEOE.

Applicants must have Ph.D. in physics or physical chemistry, completed research in quantum electrodynamics, and published three papers in refereed journals on laser spectroscopy. Must have proof of legal status to work permanently in the United States. Send two copies of resume to: Billie D. Hirsch, Director of Personnel, 440 North 3rd Street, 3rd Floor, Minneapolis, MN 55415. Refer to Job Order #444337.

Research/Physics Research Associate, 40 hours/week, \$35,325/year. To research laser laboratory studies of spectroscopy and chemical kinetics of gaseous molecular systems. Researcher will be responsible for data collection, data analysis, and publication. Requires M.S. or equivalent with three years' experience in laser spectroscopy and chemical kinetics. Send resume to: Dr. J. H. Hirsch, Director, 440 North 3rd Street, 3rd Floor, Minneapolis, MN 55415. Refer to Job Order #444337.

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## GLOBAL CHALLENGE 2000

### SCHOOL OF BUSINESS ADMINISTRATION

#### CALIFORNIA STATE UNIVERSITY, LONG BEACH

### DEAN

### Search Extended

Opportunities and challenges abound for a visionary leader who is excited by the prospect of a culturally diverse faculty and student body, alumni who are well respected in the business community, and a program where international education is a high priority. We are the tenth largest School of Business Administration in the nation, our undergraduate and graduate programs have full AACSB Accreditation, we are housed in a brand new state-of-the-art building, and we are located at the gateway to the Pacific Rim.

We are looking for an individual with superior communication and human relations skills to serve as Dean of the School of Business Administration at California State University, Long Beach. Applications and nominations are invited from individuals who demonstrate:

• A record of consensus building and a commitment to faculty governance and the consultative process

• Success in fund raising and developing the public/private partnership

• Progressively responsible and successful experiences at a similar administrative level in a university, business, or government setting that includes the successful management of personnel and resources

Candidates with the Ph.D. in a business or related field should be eligible for appointment as a tenured member of the faculty in one of the School's departments. Candidates with an advanced degree and a record of major accomplishments as a business or government executive should have a thorough knowledge of and strong appreciation for academic goals and missions. The successful candidate should be student oriented, have a record of commitment to affirmative action, be familiar with AACSB Accreditation Standards, have a record of teaching/executive development, and be willing to address higher education issues with a global perspective.

The Dean reports directly to the Vice President for Academic Affairs and will serve as the motivational leader within the School of Business Administration. He or she will represent the School to the campus administration and the business community and is expected to manage and augment the School's financial resources.

Salary is competitive and commensurate with experience and qualifications and benefits are excellent. The effective date of appointment is on or before August 1, 1993.

Applications must include a letter of intent, a current vitae, and the names and addresses of five (5) references. Review of applications has begun and will continue until September 15, 1992 or until the position has been filled. Applications should be sent to: Dr. Linda McCollister, Chair of the Search Committee, Dean of the School of Business Administration, Office of the Provost, California State University, Long Beach, 1280 Bellflower Blvd., Long Beach, CA 90840; Phone: (310) 985-8223.

CALIFORNIA STATE UNIVERSITY, LONG BEACH, IS AN ADEQUATE/ITX EMPLOYER. VALUES DIVERSITY AND ENCOURAGES WOMEN, MINORITIES, AND THE DISABLED TO APPLY.

The University of Connecticut Health Center

UNIVERSITY OF CONNECTICUT SCHOOL OF MEDICINE

DEAN

The University of Connecticut Health Center, in Farmington, CT, invites nominations and applications for the position of Dean of the School of Medicine. The Health Center is composed of the School of Medicine and Dental Medicine and John Dempsey and Uncas on Thames Hospital. The Dean is the Chief Executive Officer of the School of Medicine and reports to the Vice President and Provost for Health Affairs.

The School of Medicine has missions in education, research, clinical care, and community service. In these programs, the School is in partnership with its affiliated hospitals within the greater Hartford area which represent the spectrum of urban, community, and tertiary care medicine. The School offers a wide range of Ph.D. programs in the biomedical sciences and a Masters of Public Health program. The Dean provides academic and administrative leadership for the School of Medicine and advocates its programs within the University, as well as the professional and lay communities. In order to advance its educational mission and commitment to improving the health care of state residents, the School of Medicine is currently revising its educational, research and clinical programs while expanding the supporting clinical and research facilities.

Nominations and curriculum vitae should be submitted by September 1, 1992 to: Leslie Wolfson, MD, Chair, Search Committee for the Dean, University of Connecticut School of Medicine, Farmington, CT. 06030-1845.

UNIVERSITY OF CONNECTICUT HEALTH CENTER

An Affirmative Action/Equal Opportunity Employer

Members of protected classes are encouraged to apply.

Research/Physics Research Associate, 40 hours/week, \$35,325/year. To research laser laboratory studies of spectroscopy and chemical kinetics of gaseous molecular systems. Researcher will be responsible for data collection, data analysis, and publication. Requires M.S. or equivalent with three years' experience in laser spectroscopy and chemical kinetics. Send resume to: Dr. J. H. Hirsch, Director, 440 North 3rd Street, 3rd Floor, Minneapolis, MN 55415. Refer to Job Order #444337.

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## Vice President for University Relations

### The University of Wisconsin System

The University of Wisconsin System (UWS) seeks qualified applicants for the position of Vice President for University Relations. The position reports to the System President and the senior vice president for administration, and is located in Van Hise Hall on the UW-Madison campus. The UWS is comprised of two doctoral universities, eleven comprehensive universities, thirteen freshman-sophomore centers, and a statewide Extension.

**Major responsibilities include:** working with the Board of Regents, System Administration officers and staff, and System Institutions to foster and maintain effective relationships and communication with the legislative and executive branches of state government; liaison with public higher education's national organizations, Congress and federal agencies; direction of UWS public information services and publications; liaison with Wisconsin business and industry; appropriate systemwide coordination of institutional alumni, development and public information activities; coordinating timely responses to constituent concerns; operational oversight of Brightline House and its official events providing Regents, System officers and institutional leaders with external affairs advice and counsel; and other related projects and duties as assigned by the UWS president and senior vice president for administration.

**Qualifications include:** a minimum of a master's degree in communication, political science, public administration or a related academic discipline; a minimum of seven years of full time professional experience in public higher education, five of which must be at a senior executive level; superior analytical, interpersonal, strategic planning, oral and written skills; demonstrated knowledge of state government and public policy issues; leadership experience in public higher education; a record of working directly and successfully with governing board members; and the requisite finesse, flexibility and organizational leadership skills necessary to perform and relate successfully in a comprehensive, multi-level, state-wide system of public higher education. The position is available October 1, 1992 and serves at the pleasure of the UWS president. Salary is commensurate with experience and qualifications.

Applications must be accompanied by: (1) a narrative letter detailing how the applicant's training and experience relate specifically to the listed job responsibilities and qualifications; (2) a detailed professional resume; (3) a statement of whether the applicant wishes to have the application held in confidence or made available to the public upon request; and (4) the names, current addresses and telephone numbers of at least five references who can attest to the applicant's professional qualifications for the vice presidency. Applications must be received no later than September 1, 1992 and should be sent to:

Ms. Nancy Westrum  
Secretary, Search Committee  
Vice President for University Relations  
1730 Van Hise Hall, 1220 Linden Drive  
Madison, Wisconsin 53706

The University of Wisconsin System is an Equal Opportunity/Affirmative Action employer.

## FLORIDA ATLANTIC UNIVERSITY

### Dean of Graduate Studies and Research

Florida Atlantic University (FAU), one of the major universities in the State University System of Florida, invites nominations and applications for the position of Dean of Graduate Studies and Research. Reporting to the University Provost, the Dean will be responsible for organizing and directing the Graduate School of the University and for directing the formation and administration of scholarly programs on sponsored research.

Qualified applicants will possess an earned doctorate, a scholarly reputation sufficient for appointment to the rank of Professor with tenure as an academic discipline contained in the University, demonstrated experience in the administration of programs of graduate education and sponsored research, interpersonal skills for interacting with faculty, university administrators and students, and a commitment to affirmative action and equal opportunity.

With an enrollment of 14,700 in 1991, FAU is a comprehensive university in an urban setting serving a seven county region in Southeast Florida, the fastest growing metropolitan area in the United States. The location of the University in an area of thriving economic activity with an excellent quality of life attracts faculty and graduate students from all over the world. From its five campuses located in Palm Beach, Broward and Indian River Counties, the University offers Ph.D. degrees in ten disciplines, M.Ed. degrees in five areas, and over 40 master's programs in nine colleges. The five year plan for the University calls for the addition of further graduate programs in the period 1993-98.

The position is available January 1, 1993. Nominations and applications should consist of a letter of application or curriculum vitae, a current curriculum vitae and the names of five references with addresses (not including home, pay, school, and FAX numbers). Information in all applications is accessible to the general public under the laws of the State of Florida. Applications will be accepted until September 30, 1992. Consideration of candidates will be on an ongoing basis.

Chair, Graduate Search Committee  
College of Engineering  
Florida Atlantic University  
P. O. Box 3091  
Boca Raton, FL 33431-1991

An Affirmative Action, Equal Opportunity Employer  
Members of protected classes are encouraged to apply.

Research/Physics Research Associate, 40 hours/week, \$35,325/year. To research laser laboratory studies of spectroscopy and chemical kinetics of gaseous molecular systems. Researcher will be responsible for data collection, data analysis, and publication. Requires M.S. or equivalent with three years' experience in laser spectroscopy and chemical kinetics. Send resume to: Dr. J. H. Hirsch, Director, 440 North 3rd Street, 3rd Floor, Minneapolis, MN 55415. Refer to Job Order #444337.

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Research/Physics Research Associate, 40 hours/week, \$35,325/year. To research laser laboratory studies of spectroscopy and chemical kinetics of gaseous molecular systems. Researcher will be responsible for data collection, data analysis, and publication. Requires M.S. or equivalent with three years' experience in laser spectroscopy and chemical kinetics. Send resume to: Dr. J. H. Hirsch, Director, 440 North 3rd Street, 3rd Floor, Minneapolis, MN 55415. Refer to Job Order #444337.

Research/Physics Research Associate, 40 hours/week, \$35,325/year. To research laser laboratory studies of spectroscopy and chemical kinetics of gaseous molecular systems. Researcher will be responsible for data collection, data analysis, and publication. Requires M.S. or equivalent with three years' experience in laser spectroscopy and chemical kinetics. Send resume to: Dr. J. H. Hirsch, Director, 440 North 3rd Street, 3rd Floor, Minneapolis, MN 55415. Refer to Job Order #444337.

## West Virginia University

### ASSOCIATE VICE PRESIDENT FOR FINANCE

West Virginia University seeks applications and nominations for the position of Associate Vice President for Finance. West Virginia University is one of only 38 universities in the United States that are designated research universities by the Carnegie Foundation and that also serve as their state's land-grant institution. This dual mission creates and fosters an environment for teaching, research, and service that few other universities can match. Enrolling 22,000 students in 178 degree programs, the University consists of 15 colleges and schools and a comprehensive Health Sciences Center.

**Responsibilities:** The Associate Vice President for Finance reports directly to the Vice President for Administration and Finance. This person is key in the central administration structure of the University and is the principal officer responsible for financial planning and financial policy development. The incumbent has direct line responsibility for the Controller's Office, the Purchasing Department, and the Office of Budget Planning. The Associate Vice President for Finance also serves as the Chief Financial Officer for the University's Research Corporation and is the institutional point of contact in all matters related to the contract operation of the WVU Bookstore.

**Qualifications:**

- Master's degree in business, finance or other appropriate field
- A minimum of eight years of experience in increasingly responsible administrative positions in complex organizations, preferably including a university, with an understanding of modern financial and accounting systems, computer applications, financial requirements of research, and federally funded project management
- A record of leadership in developing and managing a budget and financial policy
- Excellent oral and written communication skills, including the ability to act as an advocate to and interact with external groups
- Commitment to affirmative action and equal opportunity
- Ability to work as part of an executive level decision team and to be effective in applying complex policy and operations within a university environment
- Ability to oversee implementation of policies and procedures in conformity with Federal, State and University System rules and requirements

**Salary:** Salary competitive and consistent with qualifications.

**Application Process:** Candidates should submit a letter of application including salary expectations, resume, and names, addresses, and telephone numbers of three professional references. Applications and nominations should be directed to:

Johnnie P. Byrd, Chair  
Associate Vice President for Finance Search Committee  
P.O. Box 6001  
West Virginia University  
104 Stewart Hall  
Morgantown, WV 26506-0001

Review of applications will begin August 15, 1992 and continue until the position is filled. The position is available January 1, 1993.

West Virginia University is an Equal Opportunity, Affirmative Action Employer. Women and minorities are especially encouraged to apply.

## Dean, School of Law

Nominations and applications are sought for the position of Dean, School of Law, University of Georgia, Athens, Georgia.

The School of Law conducts a full-time program of legal education leading to the J.D. and LL.M. degrees. It has a full-time faculty of 34 and a student body of approximately 680.

Candidates must meet the qualifications for appointment to the rank of Professor of Law. The person selected should be able to stimulate a collegial, intellectual environment; work well with faculty, staff, and students; possess managerial and administrative skills; promote the interests of the School with its constituencies; and be involved in fund-raising for the School.

All nominations and applications received by November 1, 1992, are assured of full consideration. Nominations and applications should be sent to Dean Arnet Mack, Warnell School of Forest Resources, University of Georgia, 229 Forestry Building, Athens, Georgia 30602; Telephone: 706-542-4744.

The University of Georgia is an equal opportunity, affirmative action employer.

## Wingate

## VICE PRESIDENT FOR DEVELOPMENT

Wingate College is located on the eastern side of metropolitan Charlotte. Wingate was founded in 1885. The College, affiliated with the Baptist State Convention of North Carolina, is accredited by the Southern Association of Colleges and Schools. Wingate has over 1,500 students enrolled and offers majors in thirty-four areas of the arts and sciences, business and education for both traditional and nontraditional students. Master's degree programs are offered in the schools of education and business. The 332-acre campus has 33 buildings. Wingate has an extensive international study program which includes Wingate-In-London and Wingate-In-Tokyo—a unique program which provides the opportunity for all students to study abroad at no additional charge.

The Vice President for Development reports directly to the College President who previously served for 20 years as a chief development officer and who gives resource development a high personal priority. The Vice President for Development is responsible for the total advancement program of the College and supervises all areas of development.

This is a key administrative position with a competitive salary and fringe benefit package. The position is open now and the beginning date is negotiable. Wingate College is an AA/EOE employer.

Interested applicants should submit a detailed resume stressing their experience in fund raising and development related work. Applications will be accepted until the position is filled. To be assured of full consideration all materials should be sent by August 10. Applications and names and addresses of five references should be sent to:

Dr. Jerry E. McGehee  
President  
Wingate College  
Wingate, North Carolina 28174  
Fax: 704-233-8014

## ALBRIGHT COLLEGE

## VICE PRESIDENT FOR FINANCE

Albright College, a private liberal arts and science college located in Reading, Pennsylvania, seeks applicants for the position of Vice President for Finance.

The Vice President oversees all College financial affairs, and is directly responsible for the budget, accounting, physical plant, purchasing, non-academic personnel policies and procedures, auxiliary services, and risk management. This position reports to the President of the College, and works closely with the Board of Trustees. The Vice President serves as secretary to the Trustee Investment and Finance and Property Committees. In addition, the Vice President attends all stated meetings of the Board and of its Executive, Development, and Athletic Advisory Committees.

Candidates should have at least five years of senior level administrative experience in budget and planning. The position will require PC-based decision support tools and appreciation of the mission of a liberal arts college. A Certified Public Accounting Certificate or a masters degree is preferred. The position is available in the Fall, 1992 with flexibility by mutual agreement. Review of applications will begin immediately and will continue until the position is filled. Candidates should send letter of interest, resume, and three references to:

Search Committee, Vice President for Finance  
Albright College, P.O. Box 18254, Reading, PA 19618-2524

Albright College is an Equal Opportunity, Affirmative Action Employer and actively seeks applications from all qualified candidates, including women, minorities, and the physically challenged.

Sociology Grinnell College. The Department of Sociology invites applications for a full-time position beginning August 1992. Assistant Professor (9-12) preferred. Instructor (ABD) or Associate Professor possible. Candidates must have experience in research/teaching/evaluation, social problems, social welfare systems, or rural/urban studies. Potential for teaching excellence and research. Consideration will be given to a liberal arts setting. All interviews at the August 1992 conference in Pittsburgh. Send curriculum vitae, transcripts, description of teaching/

research interests, sample course syllabi, and three letters of recommendation by November 2 to Kent McClelland, Chair, Department of Sociology, Grinnell College, 2011 12th Street, Grinnell, Iowa 50112. Grinnell is an equal opportunity, affirmative action employer and especially seeks women and minority candidates.

Sociology The Department of Sociology at the University of Minnesota, Twin Cities, seeks applicants for a full-time position. Research ability and teaching experience are essential. For a full-time, tenure-track assistant professor position, please send curriculum vitae, transcripts, and a letter of interest to the following:

## Vice President and Provost for Health Affairs and Executive Director

## University of Connecticut Health Center

The President and the Board of Trustees of the University of Connecticut invite applications and nominations for the position of Vice President and Provost for Health Affairs and Executive Director of the University of Connecticut Health Center. The successful candidate will possess recognized qualifications of leadership and academic achievement to provide for further dynamic development of the Health Center as an institution of national renown.

The University of Connecticut Health Center is located in Farmington, Connecticut, seven miles west of Hartford, and is the only campus of the University solely devoted to the health sciences. It is the site of the School of Medicine, School of Dental Medicine, and a division of the Graduate School and offers advanced health professional degrees, doctoral degrees in the biomedical sciences, and fellowship and residential training in a wide range of medical and dental specialties. The Health Center also has major clinical activities with over 275,000 outpatient visits annually. The campus is a significant center for basic, clinical, and behavioral science research activities with greater than \$35 million in external funding support annually. The 1991-92 total student enrollment was approximately 1400. The Health Center employs more than 3,800 individuals and the campus annual operating budget is approximately \$300 million.

The Vice President and Provost reports to the President and is the chief executive officer responsible for all aspects of the administration of the University of Connecticut Health Center and two hospitals, the John Dempsey Hospital in Farmington and the Uncas on Thames Hospital in Norwich. Candidates should have demonstrated experience in the administration of substantial organizations, preferably in an academic health center environment, have demonstrated skills in development, have doctoral level education, and have a strong record of scholarship and research activity which would qualify them for a faculty appointment in one of the schools. Salary level is competitive. Applications, accompanied by current resumes and nominations should be sent to:

Dean Robert Gray  
Chair, Vice President Search Committee  
Dental Student Affairs Office  
MC 3505

The University of Connecticut Health Center  
Farmington, Connecticut 06030

Screening will begin immediately and will continue until the position is filled. It is our goal to fill the position as early as January 1, 1993. The University of Connecticut has a strong commitment to the principle of diversity and, in that spirit, seeks a broad spectrum of candidates including women, members of minority groups, and people with disabilities.

Executive Secretary  
Centennial Conference

The Centennial Conference invites applications and nominations for the position of Executive Secretary. The Conference Committee is searching for an individual who will successfully relate the high quality academic programs of selective liberal arts institutions to rigorous intercollegiate sports programs.

This annual conference, founded in April, 1992, is comprised of the following institutions: Bryn Mawr, Dickinson, Grinnell, Middlebury, Pomona, Swarthmore, Wellesley, Wheaton, and Williams. The conference is a unique opportunity for the academic and athletic communities to interact and share ideas. The Executive Secretary will be responsible for the day-to-day operations of the conference, including the annual budget and the annual meeting. The position is a full-time position with a competitive salary and benefits package. The position is open now and the beginning date is negotiable. The position is an AA/EOE employer.

Interested applicants should submit a detailed resume stressing their experience in fund raising and development related work. Applications will be accepted until the position is filled. To be assured of full consideration all materials should be sent by August 10. Applications and names and addresses of five references should be sent to:

Dr. Jerry E. McGehee  
President  
Wingate College  
Wingate, North Carolina 28174  
Fax: 704-233-8014

Albright College, a private liberal arts and science college located in Reading, Pennsylvania, seeks applicants for the position of Vice President for Finance.

The Vice President oversees all College financial affairs, and is directly responsible for the budget, accounting, physical plant, purchasing, non-academic personnel policies and procedures, auxiliary services, and risk management. This position reports to the President of the College, and works closely with the Board of Trustees. The Vice President serves as secretary to the Trustee Investment and Finance and Property Committees. In addition, the Vice President attends all stated meetings of the Board and of its Executive, Development, and Athletic Advisory Committees.

Candidates should have at least five years of senior level administrative experience in budget and planning. The position will require PC-based decision support tools and appreciation of the mission of a liberal arts college. A Certified Public Accounting Certificate or a masters degree is preferred. The position is available in the Fall, 1992 with flexibility by mutual agreement. Review of applications will begin immediately and will continue until the position is filled. Candidates should send letter of interest, resume, and three references to:

Search Committee, Vice President for Finance  
Albright College, P.O. Box 18254, Reading, PA 19618-2524

Albright College is an Equal Opportunity, Affirmative Action Employer and actively seeks applications from all qualified candidates, including women, minorities, and the physically challenged.

Vice President  
Development  
& Alumni Affairs

Oberlin College is a nationally renowned, private school of liberal arts and sciences and conservatory of music located 35 miles from Cleveland, OH. To plan and direct fund raising programs for our 2,750-student institution, we seek an energetic, creative executive with proven success in institutional advancement, capital fund raising, or corporate sales/marketing. Reporting to the President, you will lead a division that oversees the annual fund, capital endowment, sponsored programs, alumni association, and alumni information services.

This high-profile position requires extensive management experience, excellent interpersonal and communication skills, and a working knowledge of budgeting, planning, and resource allocation. You should know how to effectively recruit, motivate, and retain talented professionals. We are eager to meet the candidate with a high level of integrity and entrepreneurial spirit.

As a senior officer, you will receive a compensation and benefits package fully commensurate with your impressive credentials. Oberlin College features an attractive campus and diverse faculty in a pleasant community just a short drive from Cleveland's numerous cultural and recreational opportunities. For confidential consideration, please send resume and letter of application to: Richard Dunn, Office of Development, Dept. CHL, Boxworth Hall, Oberlin College, 50 West Lorain Street, Oberlin, Ohio 44074

An Equal Opportunity Employer

## OBERLIN COLLEGE

## Colorado State University

## VICE PRESIDENT FOR ADMINISTRATIVE SERVICES

Colorado State University, a land grant, Carnegie Division I Research university of 21,000 students and 12,000 employees, seeks nominations and applications for the position of Vice President for Administrative Services. This senior level position reports directly to the President and serves as a member of the President's Cabinet.

The functional portfolio of this position includes Business and Financial Services, Environmental Health Services, Facilities Planning, Facilities Services, Human Resource Services, and University Police. The Administrative Services function encompasses a budget of \$24 million and 450 employees.

The position requires specific competencies in the use of information technology in management, quality improvement programs, and a strong background in financial management and university finance.

A commitment to higher education is necessary and a graduate degree in business, finance, or related field is preferred. Candidates must be sensitive to unique internal and external environments and be able to form productive relationships with faculty, administration, city, state and federal officials.

Colorado State University provides a high quality education and research environment in an appealing city of 100,000 located at the foothills of the Rockies. Fort Collins offers a unique climate with many recreational pursuits nearby.

The successful candidate should be prepared to start work as early in the fall of 1992 as possible.

An application consisting of resume, letter of application relating qualifications specifically to this position, and names, addresses, and telephone numbers of three references should be received by September 1, 1992. Nominations are invited. Search may be extended if a suitable candidate cannot be identified. Communication should be addressed to:

Mr. Jack H. Miller  
Chair  
Search Committee, Vice President for Administrative Services  
521 University Services Center  
Fort Collins, Colorado 80523

CSU is an EEO/AA employer. E.O. Office: 21 Spruce Hall

Dean, School of Education and Behavioral Studies, Arizona Pacific University, 901 East Alhambra, California 91702. After preliminary screening, the APU faculty will interview candidates in all areas of life and expect the candidate to be able to teach and supervise students with official copies of transcripts. Send resume and letter of interest to the Dean, School of Education and Behavioral Studies, Arizona Pacific University, 901 East Alhambra, California 91702.

HARTNELL COLLEGE, Salinas, California  
is accepting applications for the following positions:

## Vice President for Administrative Services/Assistant Superintendent

This position is the Chief Fiscal Officer of the District and directs all functions of management support, including fiscal affairs, auxiliary services, collective bargaining, maintenance and operations, and facilities management. A Master's Degree in Business Administration, Educational Administration, Business Management, Public Policy or a closely related field with emphasis in fiscal management is required, along with experience in an administrative position in the public sector including experience as a business official. Closing date is August 28, 1992.

## Vice President for Instruction/Assistant Superintendent

This position manages all functions associated with total instructional program of the college. A Master's Degree is required (with a Doctorate Degree desirable) along with teaching experience and administrative experience at the community college level (or institution of higher learning). Closing date is August 31, 1992.

These administrative positions are 12-month, 228-working days per year. They have a starting salary range of \$68,847.00 to \$77,744.00 depending upon qualification and experience. District assisted health and welfare coverage for the employee and dependents is provided for the employee. The District participates in insurance premiums for the appropriate retirement system which is a required membership for this position. Applications and required materials must be received in the Personnel Office by 5:00 pm on closing date. (Postmarks are not accepted; however, applications will continue to be received after the closing date, but will be considered ONLY in the event that no finalist is selected from the applicants who meet the deadline.) Submit a completed Hartnell College Management Application and required materials to:



Office of Personnel and Affirmative Action Services  
HARTNELL COLLEGE  
155 Homestead Avenue  
Salinas, CA 93801  
Phone: (408) 755-8708  
Fax: (408) 755-8837  
AUCOE

## Vice President for Academic Affairs

## OTTERBEIN COLLEGE

Westerville, OH

Otterbein College invites nominations and applications for the position of Vice President for Academic Affairs. The preferred starting date is January 1, 1993.

The Vice President for Academic Affairs is the chief academic officer and reports directly to the President. In the supervision of all academic programs and support services, the Vice President works with the faculty, department chairpersons and the following individuals who report to the Vice President: Associate Academic Dean, Registrar, Assistant and Directors of Academic Computing, Continuing Studies, the Learning Resource Center, the Learning Assistance Center, Foreign Student Programs, and Grants and Special Projects.

Otterbein College is committed to a collegial governance structure and in the spirit of that system, the Vice President works with the faculty in administering personnel policies, developing the curriculum and managing the academic affairs budget to enhance the academic program.

The successful candidate will possess a doctorate from an accredited institution; a documented record of achievement as a teacher, scholar and academic administrator; effective interpersonal skills; skill in written and oral communication; and a strong commitment to shared governance.

Otterbein is a United Methodist-related, comprehensive, selective liberal arts college offering four-year degrees in 35 courses of study and master's degrees in education and nursing. The College has approximately 1,600 traditional age students, plus 1,000 part-time students enrolled in day, evening and weekend courses. Most students come from Ohio and have above average academic backgrounds. Westerville has a population of 38,000 and is a suburb of Columbus, the state capital.

Nominations and applications should include a letter describing the qualifications for the position, a current resume and the names, addresses and telephone numbers of at least three professional references. Although applications and nominations will be accepted until the position is filled, those received by August 17 will be given first consideration.

Send all material to C. Brent DeVore, President, Otterbein College, Westerville, OH 43081.

Affirmative Action, Equal Opportunity Employer.

Send all material to C. Brent DeVore, President, Otterbein College, Westerville, OH 43081.

Special Education: Research and development of programs for students with disabilities. The position is a full-time position with a competitive salary and benefits package. The position is open now and the beginning date is negotiable. The position is an AA/EOE employer.

ASSISTANT VICE PRESIDENT  
STUDENT LOAN OPERATIONS

A premier student loan organization is seeking an aggressive individual to interpret applicable Federal and State legislation and regulations concerning the Guaranteed Student Loan Program, and to direct loan guarantee operations including application processing, confirmation and reconciliation processes. The successful candidate will have an appropriate four-year degree with a minimum of five years' experience with Guaranteed Student Loans.

We offer a competitive salary and excellent fringe benefits including paid health, life, dental and vision insurance, and a modern challenging work environment. For immediate, confidential consideration, send your resume and salary history to: The Chronicle of Higher Education, Box 46-101.

EOE M/F/V

Cornell College, Ithaca, New York 14850. The position is a full-time position with a competitive salary and benefits package. The position is open now and the beginning date is negotiable. The position is an AA/EOE employer.

Statistics/Operations Research: Victoria University of Wellington, New Zealand. The position is a full-time position with a competitive salary and benefits package. The position is open now and the beginning date is negotiable. The position is an AA/EOE employer.

Student Activities: Student Activities Coordinator, Assistant to the Vice President for Student Affairs. The position is a full-time position with a competitive salary and benefits package. The position is open now and the beginning date is negotiable. The position is an AA/EOE employer.

Student Affairs: Student Affairs Coordinator, Assistant to the Vice President for Student Affairs. The position is a full-time position with a competitive salary and benefits package. The position is open now and the beginning date is negotiable. The position is an AA/EOE employer.

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Kendall College of Art & Design  
Grand Rapids, Michigan

needs a Vice President for Institutional Advancement to lead the development efforts for the College and be responsible for the supervision and coordination of all fund raising programs, institutional relations, publications, and alumni affairs. The right person for this challenging assignment must be able to demonstrate: a strong record of successful professional fund raising; an ability to lead the fund raising process with all aspects of the college; a dedication to working cooperatively as part of an executive management team and a history of unquestionable integrity.

Kendall College of Art & Design is an urban, non-residential professional school of the visual arts (at the Baccalaureate level), located in a metropolitan area of 750,000 people. Kendall College was founded in 1928 to serve the local furniture industry, but today it has expanded its curriculum to include advertising, environmental, graphic, industrial, and interior design as well as fine arts and illustration, taught by a faculty of 32 full-time and 32 adjunct members. Some 600 students of traditional and non-traditional age pursue their studio and academic courses in a recently-renovated building in downtown Grand Rapids.

The College is financially stable but it is at a point in its history that a strong emphasis is being placed on building the financial capability to support Kendall College's plans for the 1990's and beyond. All that is needed is for the right leader to help create and direct a successful fund raising strategy. (Applicants are encouraged to include with their curriculum vitae a letter explaining how they envision leading this process.)

Compensation is competitive and negotiable. Please address applications before August 10 to:

Ms. Georgene Cole, Administrative Assistant  
President's Office  
Kendall College of Art & Design  
111 Division Avenue North  
Grand Rapids, MI 49503

Kendall College of Art and Design is an Equal Opportunity Employer

## XAVIER UNIVERSITY

## VICE PRESIDENT FOR ACADEMIC AFFAIRS

Xavier University, in Cincinnati, Ohio, invites applications and nominations for the position of Vice President for Academic Affairs. A thriving Catholic institution in the Jesuit tradition, Xavier offers value-oriented education both in its undergraduate programs based upon a strong core curriculum which emphasizes the liberal arts and sciences, and in its graduate and professional programs.

Reporting directly to the President, the Vice President leads the Division of Academic Affairs, which includes three colleges (Arts and Sciences, Business Administration, and Social Sciences) offering undergraduate and graduate degree programs and other professional development programs. The division is responsible for the academic quality and standards of the university. The Vice President also oversees the university's library system, which includes approximately 4100 undergraduates, 2900 of whom are part-time. It employs approximately 230 full-time and 230 part-time faculty, 75 administrative staff and 78 support staff.

Minimum qualifications:  
• an earned doctorate  
• five years' experience in full-time teaching at the college or university level  
• scholarly publication and clear demonstration of continued scholarly activity  
• three years' experience in administration with substantial responsibility for human and fiscal resources  
• ability to support Xavier's mission and its Catholic, Jesuit character  
• ability to support a strong core curriculum grounded in the liberal arts and sciences  
• demonstrated academic leadership with a commitment to collegiality in making decisions  
• knowledge of the role of new technologies in higher education.

Salary will be competitive and commensurate with experience. Anticipated starting date is June 1993.

Deadline for applications is September 30, 1992. Applications, nominations, and inquiries should be sent to:

Dr. Robert J. Murray  
Chair of the AVP Search Committee  
c/o The Office of the President  
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### PRESIDENT NORTHEASTERN OKLAHOMA A&M COLLEGE Miami, Oklahoma

The Board of Regents for Oklahoma A&M Colleges is accepting applications or nominations for the Presidency of Northeastern Oklahoma A&M College. Information pertaining to the institution and position, including selection criteria, position description, etc., may be obtained by writing to the address shown below. Resumes or applications received may be considered up to the time the position is filled; however, to be assured of consideration, a resume must be received by August 21, 1992. All communications should be made in writing to:

Carolyn Savage, Chairman  
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2800 N. Lincoln Boulevard  
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Student Union Idaho State University, P.O. Box 8107, Pocatello, Idaho 83209. A representative will be in Pocatello for an interview. For an interview, please call 208-236-2517. Applications will be reviewed until positions are filled. Idaho State University is an AAU/ABA/BSO member.

Thames School/Historian. Tenure-track appointment, junior or senior rank. Responsibilities include teaching theatre history, theory/practice, literature, dramaturgy, and possible assistance in playwriting or as one of four faculty directors of departmental production. Must be able to coordinate and teach in Foreign Study Program in Great Britain. Potential responsibility for Modest Drama course coordinated with Comparative Literature. Competence in computer with additional full-time student assistant. Salary range \$25,000-\$32,000. To apply, send a cover letter, resume, and the names, addresses and telephone numbers of three references to: Human Resources Director, Idaho State University, P.O. Box 8107, Pocatello, Idaho 83209. A representative will be in Pocatello for an interview. For an interview, please call 208-236-2517. Applications will be reviewed until positions are filled. Idaho State University is an AAU/ABA/BSO member.

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### VICE PRESIDENT FOR INFORMATION TECHNOLOGY

A leader in technological education for over a century, the Georgia Institute of Technology seeks a highly motivated, experienced, information management professional to serve as Vice President for Information Technology. This person will be responsible for leadership, strategic planning, management, and coordination in applying state-of-the-art information technology to all aspects of the Institute's educational, administrative, and research activities.

The person selected will direct an organization of approximately 150 professional and technical staff, with a budget of nearly ten million dollars. The Information Technology organization includes groups responsible for administrative software development, client training and services, technical support, network technologies, strategic planning and administrative support. The computing environment includes IBM, Sequant, and Digital mainframes, numerous microcomputer labs, an extensive telecommunications network, and advanced supercomputing facilities. Two key responsibilities of this position will be to oversee a joint project with Oracle Corporation to upgrade major administrative systems, and to coordinate technological support for the Institute's role in hosting the Olympic Village for the 1996 Summer Olympic Games.

The person selected for this position will report directly to the President, serve as a member of the President's executive council, work closely with deans, faculty, students, and key administrators within the Institute as primary information technology representative to all constituencies, and will recommend Institute-wide computing and communications strategies and associated software and hardware specifications to senior administration.

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Along with challenging professional development opportunities, Georgia Tech offers competitive salaries and excellent benefits, including several attractive group insurance programs and tax deferred annuities. The Georgia Institute of Technology is an equal education and employment opportunity organization and specifically encourages applications from qualified women and minorities.

Search Committee review of credentials will begin on August 15, 1992, but credentials will be accepted for consideration until the position is filled. Applications and nominations, along with four references, should be sent to:

VPIIT Search Committee, Office of the President, Code CHS-42, Carnegie Building, 225 North Avenue, Atlanta, Georgia 30332-0326.

Georgia Tech

### CLEMSON UNIVERSITY Associate Vice President for Student Affairs

Clemson University, a South Carolina land-grant institution founded in 1889, is a state-assisted university fully accredited by the Southern Association of Colleges and Schools. The main campus comprises 1,400 acres, located in the northwest corner of the state. Seventy fields of study in 9 undergraduate colleges and 65 areas of graduate study are offered. Enrollment stands at 17,295 students.

The Associate Vice President reports directly to the Vice President for Student Affairs who reports to the President. This is a key leadership position within the Student Affairs Division. The areas under this position's oversight are: Health Services, University Housing, Counseling Center, and Career Center. These areas have a combined budget of approximately \$15 million. These additional areas in Student Affairs are: Campus Recreation, University Union, Student Development, Staff Development Consultant, Alumni Relations/Development Coordinator and a comprehensive Public Safety Division. Qualifications: Doctorate degree with 5 years' experience; a master's degree with 12 years' experience. Salary Range: This is an unclassified 12-month position within the state personnel system with a salary range of \$60,000-\$70,000. Starting salary negotiable within state guidelines. Nominations/Applications: All letters of nomination and interest must be received no later than August 21, 1992. Applications should include a resume/bio and the names, addresses, and phone numbers of three references. Starting date is negotiable. Clemson University is an equal opportunity, affirmative action employer. Apply to: Ms. Verna Howell, Chair, Associate Vice President Search Committee, Mail Mail, Clemson University, Clemson, South Carolina 29634-4076.

atre production, and other courses dependent on the successful applicant's expertise. Experience in directing scenic design and construction, and stage lighting required. MFA or equivalent required. Curriculum vitae and cover letter must be submitted to the search committee. Salary and placement fee to Mr. Ann O'Neil, Associate Vice President for Student Affairs, 600 First Street West, Suite 200, Clemson, South Carolina 29634-4076. Consideration of applications begins August 10, 1992. Clemson University is an equal opportunity, affirmative action employer. Apply to: Ms. Verna Howell, Chair, Associate Vice President Search Committee, Mail Mail, Clemson University, Clemson, South Carolina 29634-4076.

Thames School/Historian. Tenure-track appointment, junior or senior rank. Responsibilities include teaching theatre history, theory/practice, literature, dramaturgy, and possible assistance in playwriting or as one of four faculty directors of departmental production. Must be able to coordinate and teach in Foreign Study Program in Great Britain. Potential responsibility for Modest Drama course coordinated with Comparative Literature. Competence in computer with additional full-time student assistant. Salary range \$25,000-\$32,000. To apply, send a cover letter, resume, and the names, addresses and telephone numbers of three references to: Human Resources Director, Idaho State University, P.O. Box 8107, Pocatello, Idaho 83209. A representative will be in Pocatello for an interview. For an interview, please call 208-236-2517. Applications will be reviewed until positions are filled. Idaho State University is an AAU/ABA/BSO member.

### Dallas County Community College District PRESIDENT Eastfield College Dallas, TX

Eastfield College, part of the seven-college Dallas County Community College District, is seeking a new president. Eastfield is a 254-acre, 10-building campus, with an enrollment of approximately 10,000 credit students and 9,000 continuing education students per semester. Staff includes 646 full-time and part-time faculty, 187 part-time professional support staff, and 27 administrators. This multicultural campus is located in Mesquite, an eastern suburb of Dallas.

The president is responsible for the overall operation of the college, which includes a comprehensive educational program, and for the development/administration of the annual college budget of \$17,000,000. This position reports directly to the chancellor. Candidates for this position must have the following minimum qualifications:

**Education/Experience**  
 An earned doctorate from an accredited institution or a master's degree from an accredited institution, plus substantial leadership experience in an organization comparable to Eastfield Community College.

**Knowledge of and commitment to the mission of the community college.**  
 Three years of successful teaching experience as well as work experience outside the academic setting. Three years of management experience including the areas listed below:

- Instructional management
- Curriculum development
- Long-range planning and evaluation
- Selection, development, and evaluation of personnel
- Fiscal planning/budgetary accountability
- Leadership in an institution that reflects a multicultural population

#### Demonstrated Skills

Proven skills are sought in the following areas:

- Team building
- Participative leadership
- Advocacy for students
- Allocation/management of resources according to mission and academic priorities
- Exceptional verbal/written communication skills
- Comfort with computers as a communication tool

Applicants must submit a completed DCCCD application, official transcripts, resume or curriculum vitae, and a letter specifically addressing each of the required minimum qualifications for the position in the order listed above. Information should be sent to Barbara K. Corvey, District Director of Personnel Services, Dallas County Community College District, 701 Elm St., Suite 600, Dallas, TX 75202-3299.

Nominations and applications will be accepted until the position is filled. However, the Search Committee will begin to review applications on September 15, 1992. Candidates cannot be guaranteed consideration if materials are received after that date.

Minorities and women are strongly encouraged to apply. DCCCD is an EEO/AAE employer.

### COLUMBIA UNIVERSITY President

Columbia University is conducting a nationwide search for a successor to President Michael I. Sovern who has announced he will retire on June 30, 1993. The Search Committee invites applications and recommendations for the position, which should be sent to: Presidential Search Committee, Box 3000 Central Mail Room, Columbia University, New York, New York 10027, by October 1, 1992.

Columbia University is an equal opportunity/affirmative action employer.

Basic veracity; resourcefulness, and a strong interest in student life. Candidates must be able to inspire students to the highest level of achievement and to model the institution's values and to model the institution's values and to model the institution's values.

Dr. Charles E. Smith, President of the University of Western Australia, is seeking a Vice-Chancellor for the University of Western Australia. The Vice-Chancellor will be responsible for the overall operation of the university, which includes a comprehensive educational program, and for the development/administration of the annual college budget of \$17,000,000. This position reports directly to the chancellor. Candidates for this position must have the following minimum qualifications:

### WESTMINSTER PRESIDENT Westminster College

Westminster College, an independent, undergraduate liberal arts college, seeks experienced and highly qualified academic President. Westminster has a student body of 750 students; a student ratio of 14:1; 52 faculty; an annual budget of \$10 million; and an endowment of approximately \$22.5 million.

Located in Fulton, Missouri, Westminster College, which hosted Sir Winston Churchill in 1946 when he delivered his most significant speech, "The Iron Curtain Address," is home to the Winston Churchill Memorial and Library. Churchill's lecture began a tradition of distinguished speakers that continues today and includes a historic speech this past spring by former USSR President Gorbachev.

Leading candidates will have a Ph.D. degree and a distinguished record of professional accomplishments in the field of higher education, demonstrated ability to lead and manage an educational institution, and will have had successful experience in fund raising.

Nominations and expressions of interest will continue to be received until the position is filled. Because the Search Committee will begin the screening of candidates in late July, materials should be submitted as soon as possible. Inquiries, applications and nominations will be treated in absolute confidence and should be directed to:

John R. McFarland, Presidential Search Chair  
Westminster College  
501 Westminster Avenue, Fulton, Missouri 65251-1299  
Fax: 314/642-7462

Westminster College is an affirmative action, equal opportunity employer.

### Civic Education Project Executive Director

The Central European University's Civic Education Project invites applications for a full-time Executive Director. Applicants must have a strong academic background in one of the social sciences, as well as proven administrative skills.

The Civic Education Project (CEP) is a joint educational project of the Central European University and Yale University that assists reform efforts in the social science departments of Central and Eastern European universities. Founded in 1990 by two American graduate students, CEP placed thirteen graduate students and two professors in eight Czech and Slovak universities for the 1991-92 academic year. Next year, CEP will have 60-80 Western social scientists teaching in Bulgaria, Romania, Hungary, Czechoslovakia, the Baltic states, and Ukraine. Instructors teach courses in economics, political science, sociology, or law, as well as assisting host faculty with their professional development needs.

The Executive Director would oversee a staff of ten and be responsible for the overall direction of aspects of the project, negotiations with Central and Eastern European universities, supervision and evaluation of instructor's teaching and development of auxiliary projects to assist educational reform in the region.

Salary will be commensurate with experience and qualifications. Interested applicants should submit a curriculum vitae to:

The Civic Education Project  
P.O. Box 5445, Yale Station  
New Haven, Connecticut 06520

Salary will be commensurate with experience and qualifications. Interested applicants should submit a curriculum vitae to:

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## End Paper



ANTARCTIC BLUE-YEED BIRDS, DAVID FREELAND PARMELEE

## Place Without Equal: the World's 7th Continent

LONG BEFORE THAT MOMENT IN 1972 when I first stepped onto Antarctica, the seeds of my love for polar regions had been sown and had flowered. Professor George Miksch Sutton, my graduate school mentor and a seasoned polar ornithologist, planted these seeds through his writings and paintings of northern birds and Inuit. When he hired me as his field assistant and whisked me off to Frobisher Bay—that great icy indentation of the south coast of Baffin Island just beyond Canada's Hudson Bay—these seeds were cultivated, nurtured, and took deep roots. Here was a world that fulfilled one's wildest dreams: a land reverberating with strange bird calls throughout an endless summer light, a land touched with lichens and flowers and miniature forests teeming with lemmings and owls, a land scribed by char-filled streams, all racing toward a sea rimmed by towering cliffs with colorful raptorial aeries. I found its marine environment no less attractive: a frigid sea that spawned countless invertebrate forms, fascinating marine mammals and myriad eiders, a sea that boasted of flood tides so high that the daily schedules of native and visitor alike were governed by its movements and moods.

Nothing in all the world that I had experienced up until then had come close to Frobisher Bay, and I embraced Sutton's polar world as my own. Then, for nearly two decades, I thought only Arctic. I spent my time either joining or organizing expeditions to the far north, with Sutton participating in several of them. If there were new birds and habitats to explore, always I looked northward beyond timberline, never south. My perspective ended abruptly when I was hired by the University of Minnesota to direct its field biology program involving two field stations. This would be a professional advancement that could not be dismissed lightly. My summers would be spent at the university's Forestry and Biological Station at Lake Itasca, a part of Minnesota not too different from Michigan's Upper Peninsula, where

Jean, my lifelong companion and spouse, and I grew up. Nevertheless, the decision to join the University of Minnesota was difficult and traumatic. It has often been said that there is no rose without thorns: my rose was a challenging summer period at Itasca; the thorns were the severe curtailment of my arctic work.

Once I was established in Minnesota, it became apparent that while my summers were taken up with administrative duties, my winters were open for research. Only then did I think Antarctic. My life had become topsy-turvy, so why not consider the other end of the world, with its pleasant austral summer that also basked in continuous polar light.

Although it was Sutton who introduced me to the Arctic, it was his former Cornell colleague Dr. George A. Llano who introduced me to the Antarctic. A new world was about to open up: the incredible continent of Antarctica, with its vast ice shelves and encompassing pack-ice ecosystem with polar birds all foreign to me. Llano was the chief scientist for the Division of Polar Programs of the National Science Foundation. Dr. Donald B. Siniff, a University of Minnesota colleague and an authority on antarctic seals, introduced me to Llano.

Within months of that meeting, I was flying off to Antarctica, with hardly enough time to prepare for my first encounter with the world's incredible seventh continent. The more I read about it, the more I was convinced that no place on earth was its equal, not even my beloved Arctic.

The text and photograph above are by David Freeland Parmelee. They are from *Antarctic Birds: Ecological and Behavioral Approaches*, which is published by the University of Minnesota Press. Copyright © 1992 by the Regents of the University of Minnesota. Mr. Freeland Parmelee is curator of ornithology at the Museum of Natural History at the University of Nevada, Las Vegas.

## Government & Politics

### Universities Said to Pay Significant Amount of Cost of U.S.-Backed Research

By COLLEEN CORDES

WASHINGTON  
Universities pay a significant amount of the cost of federally supported academic research, the preliminary results of a new study indicate.

The study was intended to shed light on the cost of research—the subject of one of the most contentious public debates confronting universities today. But some of those who participated in the study say universities have missed an opportunity to spell out how much of the total bill for federally supported research they are already paying and to take the initiative in recommending new federal policies.

The study, by the Council on Governmental Relations and the Association of American Universities, focuses mainly on the overhead or indirect costs of research. These are expenses, such as utilities and building maintenance, that cannot be directly calculated for individual projects. The study includes a wide range of details about costs at 21 institutions.

#### White House Proposal Due

The study came as a special committee led by the White House Office of Management and Budget and the White House Office of Science and Technology Policy was drafting a proposal to revise the system for reimbursing institutions for overhead costs.

Last fall, university officials criticized overhead-policy revisions being considered by the National Institutes of Health as too narrowly focused on reducing the government's bill for overhead.

They argued that the government should concentrate instead on containing the total costs of research—including both overhead and the direct costs of individual projects. And they stressed that universities are already contributing significant amounts of their own resources to the total cost of academic research. Moreover, university officials emphasized, their institutions are too financially strapped to pick up a larger share of the total bill.

Government officials expressed interest and asked universities for help in gathering data on the total costs of research and on the part of the bill that universities are picking up. The study evolved from those beginnings.

#### Little Quantitative Analysis

Besides a one-inch-thick document of tables that deal primarily with overhead costs at the 21 institutions, the higher-education groups released a draft statement that outlined the study's purpose and design, and a brief discussion of conclusions. But the study contained almost no quantitative analysis of the data to support those conclusions, which included the following:

■ Comparisons of the overhead rates at different institutions do not accurately reflect differences in costs, because the rates are calculated very differently.

■ Universities already "share significantly in the costs of research," as shown by the study and by a separate federal report

that contains estimates of total cost sharing at individual universities.

■ Policy changes "should not be made by denying the existence" of the many legitimate overhead costs.

The statement added that most of the universities actually collected "considerably less" in overhead reimbursements than their total overhead expenditures for all of the research they were conducting.

Colin Clasper, director of internal audits at George Washington University, said the results showed that "we are all bearing a significant portion of the costs of doing research—we already are."

Some participants said that ide-

ally the study would have analyzed policy options based on the data and spelled out university cost sharing in more detail.

George Schlecht, director of financial analysis and cost reimbursement at the University of Michigan, said one problem was that universities had not yet learned how to respond to national policy issues with a united front.

"We get beat up pretty badly simply because they can pick us off one at a time," he added.

#### 'An Extraordinary Job'

One federal official involved in the federal overhead review, who asked not to be identified, said he

had hoped the study "would have given us a better handle" on the total amount of cost sharing by universities in federally supported research, especially in contributing to direct costs.

The universities, he said, may have decided that they were better off leaving the government with a vague sense of that.

William F. Raub, executive secretary of the federal committee, praised the results, saying: "It's very valuable information. We may never know what we'd like to know, given the complexity of the problem. But they've done an extraordinary job."

Robert M. Rosenzweig, presi-

dent of the Association of American Universities, said the study had achieved its purpose—to present unbiased information to inform the debate. The government can do its own analysis of the data, he said, as can universities.

The two groups, he added, did not have the time or money for a thorough analysis of university contributions to direct costs, for which they said there are no uniform and complete records. Speed was critical, he said, because the government is moving quickly.

"I have a lot of confidence," Mr. Rosenzweig added, "that the people managing the process are seriously concerned about reforming the system in ways that are helpful to both the government and the universities."



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T H E A C A D E M I C S T A N D A R D

## U.S. Proposes Regulations on Disclosure of Graduation Rates and Campus Crime Data

By STEPHEN BURD

WASHINGTON

The Department of Education has proposed regulations requiring colleges and universities to make public the graduation and crime rates at their institutions.

College officials had anxiously awaited the rules, which specify how institutions are to comply with a "right to know" law passed by Congress in November 1990 and signed into law by President Bush.

The law was designed to give students and their families important information to help them make informed decisions about where to enroll. It requires colleges to tabulate and release the graduation

rates of all students and of athletes separately, and to collect information on criminal activity on their campuses. Colleges that do not comply risk losing their eligibility for federal student-aid programs.

College officials and higher-education lobbyists have until August 24 to submit comments about the proposed regulations to the department. A department official said the final regulations were expected to be issued this winter.

For the most part, college officials and lobbyists said they were pleased that the Department of Education has stuck to the letter of the law in saying what colleges must do. Some educators, however,

said they had serious concerns with a provision in the crime-statistics section that would require deans and dormitory directors—in addition to campus security personnel—to report crimes of which they are aware.

### 'Misleading and Dangerous'

Others worried, more generally, that the public and the news media would misinterpret the statistics.

"My concern is that people will use this information to sensationalize or to stereotype institutions," said Darryl G. Greer, executive director of the New Jersey State College Governing Boards Association. "To use this information

alone to compare different kinds of institutions may be misleading and dangerous."

Constance K. Clery, the secretary of Security on Campus Inc., a group that lobbied hard for the 1990 legislation, said college officials simply were afraid the data would hurt their institutions' images.

"The whole war has been to protect the images of the colleges and the universities by not publicizing campus crimes, for reasons that boil down to money," said Ms. Clery. "They are afraid they will lose enrollment and alumni giving if people find out what's really going on."

Ms. Clery and her husband,

Howard, founded Security on Campus after their daughter was murdered at Lehigh University in 1986.

The proposed regulations state that as of July 1, 1993, institutions must disclose on a yearly basis, to current students and to prospective students, the graduation rates of full-time, degree- or certificate-seeking undergraduate students. A college must release the information to prospective students before they enroll or enter into any kind of financial obligation with the institution. The rates would not include transfer students.

In compiling the statistics for a given year, an institution may include all of those students who have completed their course of study in 150 per cent of the normal

**"My concern is that people are going to use this information to sensationalize or to stereotype institutions."**

time for completion or graduation. Students at four-year institutions would be included if they had graduated up to six years after enrolling at the college. Students at two-year community colleges would have to finish within three years.

For the 1993 report, institutions are expected to report on the graduation rates of the most recent group of students who have had the opportunity to graduate within the designated time frame.

The proposed regulations would allow colleges to include supplemental information in their reports, especially material related to the nature of their student bodies. The regulations say the material would reflect "that institutions have different purposes and missions that may not accurately be reflected by a projected or actual completion or graduation rate."

### Concern Over Context

Some college officials fear that, despite the availability of supplemental information, the public and the news media will focus only on the graduation rates and not place the numbers in context.

That is especially troubling for community colleges, said Scott A. Langhorst, educational-program coordinator for the Virginia Community College System. Because the vast majority of community-college students work at least part-time, they tend to take longer to graduate. The low graduation rates that community colleges record will say little about the actual educational experience at these institutions, Mr. Langhorst said. But he said he feared that the press will report just the numbers.

He said, "I'm sure it's surprising at the very least when people see graduation rates under 50 per cent, when in fact, there are a lot of successes in the community colleges that will not be reflected by the numbers."

Dorothy G. Siegel, vice-pres-

### Government & Politics

### Government & Politics

cent for student services at Towson State University, said that institutions should report their retention rates along with their graduation rates.

"If you're at school, taking courses, but haven't graduated, you're still a persisting, and the fact that you are persisting may speak well of what is going on at an institution," she said.

The proposed regulations also require that institutions that award athletic scholarships report the following information to the Secretary of Education, as well as to prospective student athletes, their parents, high-school coaches, and guidance counselors: the number of full-time, undergraduate students enrolled in an institution organized by race and sex; the number of students, categorized by race and sex, who receive athletic scholarships for different sports on campus; and the graduation rates, including a four-year average, of those various student populations.

The Education Secretary is authorized to waive the requirements for institutions that are part of an athletic association or conference that already has put together reports that include comparable information.

Sara N. McNabb, assistant vice-president for enrollment services at Indiana University, is head of the National Collegiate Athletic Association committee that oversees the association's graduation-rates survey. She said she did not think there was a significant difference between the Education Department's proposals for data collection and disclosure and the methods already employed by the NCAA.

That will probably please colleges in the NCAA. Some had worried about facing the task of pulling together different sets of statistics for the government and for the athletic association.

### Annual Security Reports

Colleges must also, under the proposed regulations, publish and distribute a security report each year, which will include campus security policies and procedures as well as statistics on crimes and arrests. The report, which can be in an existing campus publication, must be distributed to all students and employees, and to any prospective student or potential employee who requests it. In addition, the information must be made available to the Education Secretary upon request.

The first report, due September 1, must specify the occurrence on campus of crimes from January 1, 1991, to December 31, 1991, as well as for the 1989 and 1990 calendar years, if those data are available. The report must also count arrests that occurred in the preceding calendar year.

The following crimes must be included in the report: murder, rape, robbery, aggravated assault, and motor-vehicle theft. In addition, the report must have statistics documenting the number of students arrested for liquor-law violations, drug-abuse violations, and weapon violations.

College officials said they were pleased by the department's narrow definition of a campus. According to the rules, crimes should

be reported if they occur in any building or property owned or controlled by the institution that is on or near the main campus and that is used for housing or educational purposes. Crimes should also be reported if they occur in a building or property owned by a student organization.

The rules also say that deans and residence officers, but not counselors, would be considered "campus security authorities"—those who would have to report crimes if made aware of them.

Elizabeth M. Nuss, executive director of the National Association of Student Personnel Administrators, said that that clause was disturbing because it may "chill" students from seeking out their deans.

"If a student is a victim of a

crime and is very upset emotionally and feels threatened, as a dean I would feel far better if I knew about it, and was able to get some attention to it, even if the student is unwilling to press charges and file a police report," said Ms. Nuss. "But I won't be able to do anything if this student doesn't come to me."

"And then," she added, "we are worse off."

But, Ms. Clery, who supports the provision, says that if college officials try to alter this provision, "they will have a real fight on their hands."

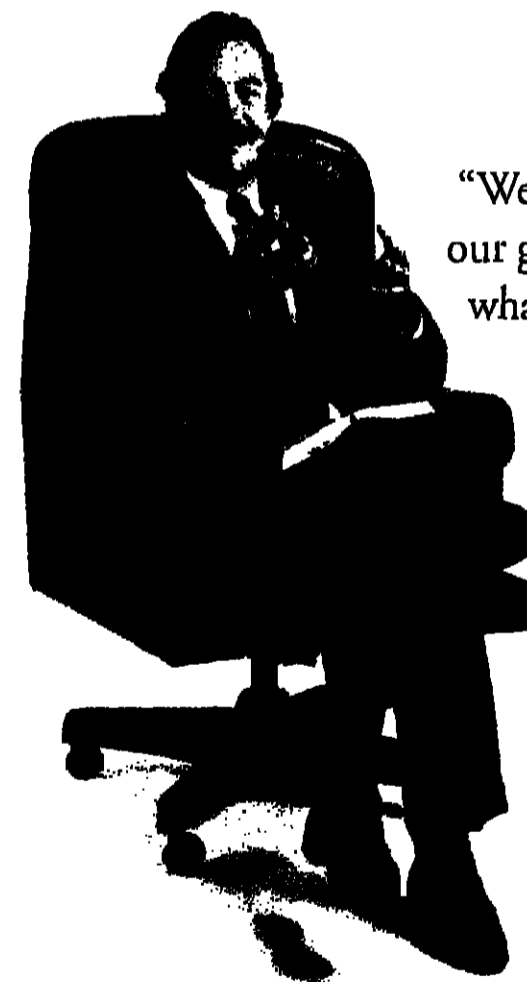
Dorothy G. Siegel of Towson State U. says institutions should report their retention rates along with their graduation rates.



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## Convention Notebook CONTINUED

Continued From Page A21

tion would be more sympathetic to union rights. "Faculty members as well as staff need protections that unions bring," said Mr. Block.

He said the state budget cuts in California prove that is the case even for professors, who once believed tenure would protect them. On his campus, more than 200 tenured and tenure-track faculty members are being laid off. "People on campuses without unions are at the mercy of the president," he said.

Mr. Block, vice-president of the San Diego County Board of Education, said his chief reason for supporting Mr. Clinton was his record on education. "Bush has been an absolute horror for schools," he said. He said his district, which serves many children of military personnel and illegal immigrants, has been especially hard hit by the federal government's failure to provide money, when it is the federal government that is responsible for the military installations and for controlling U.S. borders.

Added Mr. Block: "Clinton clearly sees education as an investment and spending on education as an investment. The Bush Administration sees it as an expenditure."

Getting out the student vote was a big issue here. Rock the Vote, a non-profit organization that uses rock music and videos to encourage young people to register to



A T-shirt for Rock the Vote, a non-profit organization.

vote, used the convention as a backdrop to introduce its newest videos at a reception in a Greenwich Village Reebok store.

Rock the Vote promotes its cause at record stores, at concerts, and on cable television stations such as MTV. "We hope to make registration a cool thing," said

Beverly Lund, a co-founder of the organization. Rock the Vote also uses college radio stations and campus tours to spread its message.

Traditional college-age students are often portrayed as the generation that doesn't care, said Ms. Lund. "We think that's not true at all."

Steve Barr, the other co-founder, said another priority for Rock the Vote was to reform state laws that make it difficult for students to vote in their college communities. In some states, he said, people wishing to register are asked to show their birth certificates or passports. College students are not likely to have such documents with them, he noted.

Also at the convention, a new organization of young female activists, called The Third Wave, joined with the author Gloria Steinem to announce a voter-registration drive that will target poor and minority citizens in 20 cities across the country.

To be called Freedom Summer 1992, the drive is to begin August 1, when five busloads of young volunteers from a variety of ethnic backgrounds start their 23-day coast-to-coast campaign. The YMCA will lodge the volunteers.

Rebecca Walker, a recent graduate of Yale University and daughter of novelist Alice Walker, said she and her fellow organizers



The Vice-President provided fodder for vendors.

hoped the drive would be "akin to the Freedom Rides of the 60's," which registered blacks in the South.

Shannon Liss, another organizer, said the drive differed from Rock the Vote because it was not aimed solely at young people. "We're trying to demonstrate leadership of young people," she said, but the focus of the campaign will be places like welfare offices in urban areas and health clinics on American Indian reservations.

Are the candidates paying sufficient heed to urban issues? Not really, said several students at New York University's Summer Urban Policy Institute, which was concluding its six-week program for minority students as the convention ended.

"Everybody seems to be pushing toward the suburbs instead of urban issues. That's wrong. That's where most of the problems are," said Shelly M. Markham, a senior at Bennett College. She said candidates needed to talk more about ways to improve housing and end poverty, and then act on those issues. "In all honesty, it seems like nobody really cares."

A post-convention bus tour announced by Bill Clinton and Al Gore "shows exactly the voters they want to get," said Keenan L. Smith, a junior at Franklin & Marshall College. "Midwestern voters. Middle-class voters."

Several of the students accused candidates of inserting diversionary racial issues into the campaign. As an example, they cited Mr. Clinton's attack on the rap star Sister Souljah.

Stephanie Ivy, newly graduated from Wesleyan University, said that white politicians talked about black racism because "it's a way to take the responsibility for racist policy making off their shoulders." She added, "It's really sad, because I'm finally of age when I can

vote in a national election and I'm not excited at all."

## Government &amp; Politics

Political souvenirs are an important part of any convention, and the much-publicized spelling mistake by Vice-President Dan Quayle provided plenty of fodder for entrepreneurial vendors. One of those was Curtis M. Smith, a senior at Purdue University, who was hawk- ing "Mr. Potato Head" t-shirts to delegates as they hurried to Madison Square Garden.

The shirts featured a drawing of Mr. Quayle's head—drawn to resemble the Mr. Potato Head toy—with a red circle and slash across it. A major in advertising and Spanish, Mr. Smith and a friend ran a company back at Purdue called Gimmecks, which provides engraved mugs and printed shirts to fraternities and sororities. The business makes him enough to pay for college, he said.

The streets of New York proved a tougher business environment. "You've just got to hit the right spots," said Mr. Smith. "We were doing well at the convention site. Then everybody went in." And then there was the non-convention clientele. "Is it free?" asked a wrinkle-free woman. "It's wrinkle-free," Mr. Smith replied. "Twelve dollars. Two for twenty."

With Mr. Smith, it was business first. And was he, by chance, a Democrat? "Take a guess," he replied with a broad grin. "Not at all. Capitalism! Hey that's what Bush promotes! That's why I vote for him." —GOLDIE BLUMENSTYK

## Democrats Ignore Student Grants in 1992 Platform

Continued From Page A20

al dealt sufficiently with the student-aid issue. "Isn't it a little vague?" Jerry Brown said in an interview. The former California Governor, who came to the convention with more than 600 delegates backing his failed Presidential bid, said he was dissatisfied with the party's platform.

## Jerry Brown's Alternative

His determined corps of supporters distributed Mr. Brown's alternative "Platform in Progress." It said the federal government should "increase federal scholarship aid, building around the principle that no one should be excluded from higher education because of need, nor burdened with long-lasting college debts."

Some students were also disappointed. During pre-convention hearings on the platform, the College Democrats sought a plank calling on the party to endorse Pell Grants of up to \$5,000, in addition to supporting the loan program.

Adam R. Kreisel, a junior at Trinity College (Conn.) and a leader of the College Democrats' fall voting campaign, said the loan program would help middle-class students go to college, but he said he had some reservations about it. "Poorer students will have to give two years of almost-conscription, or pay off loans for the rest of their lives," he said.

## Government &amp; Politics

## A Political Novice Fights to Put Space Research in the Platform

By GOLDIE BLUMENSTYK NEW YORK

It was a simple sentence in a 19-page document, but to Joanne Irene Gabrynowicz, getting those 11 words into the 1992 Democratic Party Platform was a personal triumph.

An associate professor of space studies at the University of North Dakota and a first-time delegate to a national political convention, Ms. Gabrynowicz wrote the platform language that affirms support for the civilian space program and its use for environmental research. Then she got the reluctant Clinton camp, which controlled the writing of the platform, to accept her plank.

## A Generic Platform

"They had totally omitted it," she said. "They wanted to keep the platform as generic as possible." Although the sentence that finally found a place in the platform isn't exactly what she had in mind—her version was a six-paragraph explanation of "Mission to Planet Earth," an environmentally oriented international scientific program involving satellites—the diligent lawyer-turned-professor said she was more than satisfied that her short compromise language had been added.

"The whole floor burst into applause. It was fabulous," she recalled. The space program should be a national priority, she said, be-

cause it pushes science to new limits, "feeds the human spirit to explore, and now it directly relates to the quality of life on earth."

Last week, in her role as one of North Dakota's 22 voting delegates at the Democratic National Convention, Ms. Gabrynowicz displayed nearly the same passion.

She loved the welcome reception for the North Dakota delegation at the New York Botanical Gardens—especially meeting the vice-president for botanical science, who knew about Mission to Planet Earth. She listened and cheered whenever speakers on the platform mentioned the environment.

She didn't even mind the 8 a.m. caucuses with her fellow delegates, because they gave her a chance to mingle with people like her Governor, George A. Sinner, and U.S. Sen. Kent Conrad. She hoped the connections paid off.

"I want to get to meet Al Gore," she said. (If he becomes Vice-President, he will also become chairman of the National Space Council.) She said her plank was a perfect platform for him because of his interest in environmental protection. It "could be a point of synthesis where the environment, science, and military conversion can all come together," she said, adding: "The satellites are in space, but the jobs are on the ground."

She has mixed feelings about the development of the space station



Joanne Irene Gabrynowicz: "The country is in no mood to be paying for Mars missions. Right now the priority has to be the home planet."

because it would be very expensive, and she believes this might be the wrong time for the United States to devote resources to other interplanetary space missions.

"The country is in no mood to be paying for Mars missions. Right

now the priority has to be the home planet," she said.

Elected uncommitted to any candidate, Ms. Gabrynowicz said she was now excited to vote for Bill Clinton because he had chosen Senator Gore as his running mate. This is Ms. Gabrynowicz's first

experience with partisan politics. Before moving to North Dakota five years ago to teach at the university's Earth Systems Science Institute, she worked as a lawyer here for seven years and pursued her interests in the history of exploration as an independent scholar.

The institute is part of the Center for Aerospace Studies, which offers an interdisciplinary master's degree. "We have engineers taking law, poets taking satellite-information processing," she said.

Like many of the women here, she traces her activism to an event last October. "The Clarence Thomas hearings put me over the edge," she said. "I just saw that those Senators didn't have a clue of the reality that Anita Hill was talking about."

## Willing to Pay the Airfare

After being elected a delegate, Ms. Gabrynowicz said she was chosen to be on the platform committee chiefly because she was the only one from North Dakota willing to pay the airfare to Washington.

And then, finally in Madison Square Garden, Ms. Gabrynowicz reveled in the spectacle. She said she had been especially moved by the speeches of several women running for the Senate. And she was thrilled to see it all in person. "There's something going on here that television doesn't capture," she said.

Moments later she was back on her feet cheering and clapping alongside her North Dakota colleagues as she declared, "This is the fun part of democracy."

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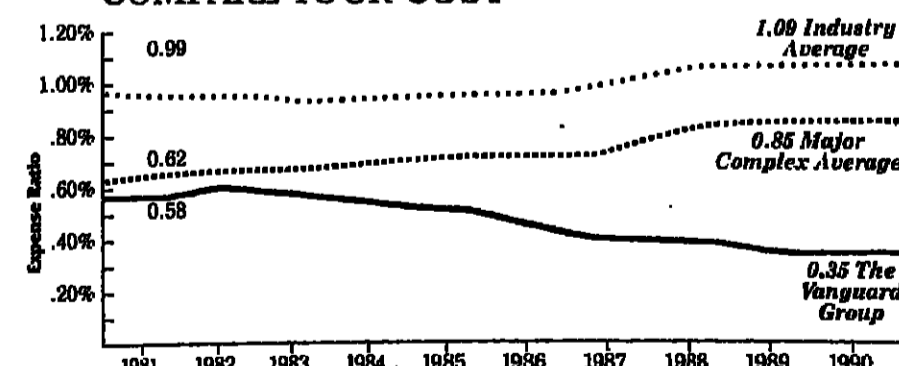
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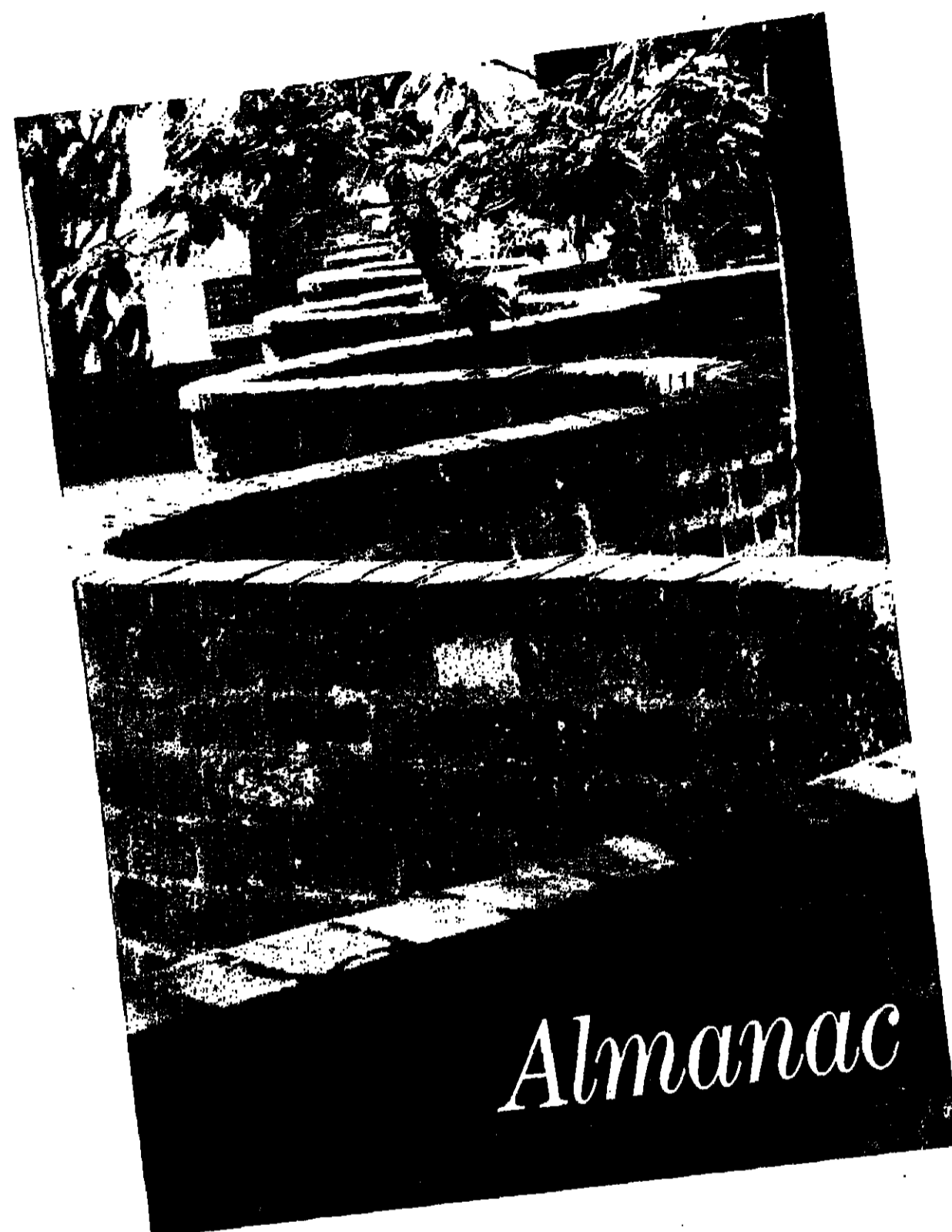
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### Government & Politics

#### WASHINGTON ALMANAC

##### NEW BILLS IN CONGRESS

Copies of bills may be obtained from  
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Senators (Washington 20510).

##### HOUSE OF REPRESENTATIVES

**Education savings.** HR 5581 would authorize the federal government to match a certain percentage of the amount that students save from their earnings and put into a tax-exempt educational-savings account. The government would match a maximum of \$2,000 each year per student. By Representative Chandler (R-Wash.).

**Library of Congress.** HR 5574 would authorize the creation of a revolving fund to allow the library to expand and modernize its information distribution services to public and academic libraries, and would authorize the use of one floor of one of the library's buildings to lodge visiting scholars. By Representative Rose (D-N.C.).

**Oyster research.** HR 5609 would authorize the Environmental Protection Agency to establish a program to provide grants to institutions for research on oyster diseases. By Representative McMillen (D-Md.).

**Student loans.** HR 5618 would amend the Internal Revenue Code to allow tax deductions for interest on certain student loans. By Representative Weldon (R-Penn.) and 10 others.

##### SENATE

**Fossil research.** S 2965 would authorize the establishment of a Fossil Research Center to study fossils in the San Juan Basin of New Mexico. By Senators Domenici (R-N.M.) and Bingaman (D-N.M.).

**Mississippi universities.** S 2917 would authorize federal grants to the University of Mississippi and the University of Southern Mississippi to maintain and expand nutrition-management research and education programs at the National Food Service Management Institute. By Senator Cochran (R-Miss.).

**Taxes.** S 2979 would amend the Internal Revenue Code to remove the cap on the amount of tax-exempt bonds that private institutions may issue and restore expired tax breaks for donors of gifts of appreciated property to non-profit organizations. By Senator Moynihan (D-N.Y.) and two others.

##### WASHINGTON PEOPLE

**Mark Blitz,** vice-president for programs at the Hudson Institute (Hudson, N.Y.), has been appointed by Education Secretary Lamar Alexander to the National Advisory Board of the Fund for the Improvement of Postsecondary Education.

**Lynn T. Chu,** a lawyer in New York City, has been appointed by Secretary Alexander to the National Advisory Board of FIPSE.

**Alfred G. Gilman,** professor of pharmacology at the University of Texas Southwestern Medical Center at Dallas, has been appointed by Health and Human Services Secretary Louis W. Sullivan to the National Advisory General Medical Sciences Council.

**George Stuart Hoyer, Jr.,** professor of the history of doctrine at the Austin Presbyterian Theological Seminary, has been appointed by President Bush to the J. William Fulbright Foreign Scholarship Board.

**Karen R. Hitchcock,** vice-president for academic affairs at the State University of New York at Albany, has been appointed by Secretary Sullivan to the National Advisory Research Resources Council.

**Fritelle W. Lewis,** a professor of physics at Dickinson College, has been appointed by Secretary Alexander to the National Advisory Board of FIPSE.

**Daniel Pipes,** director of the Foreign Policy Research Institute (Philadelphia), has been appointed by President Bush to the J. William Fulbright Foreign Scholarship Board.

**Henry G. Plot, III,** professor of oncology and pathology at the University of Wisconsin at Madison, has been appointed by President Bush to the President's Cancer Panel.

**Luis M. Proenza,** vice-chancellor for research at the University of Alaska at Fairbanks, has been appointed by President Bush to the Arctic Research Commission.

### Government & Politics

#### STATE NOTES

- **Some Cal. college employees to be paid by checks, not IOU's**
- **Massachusetts returns to campus-by-campus budget system**
- **Va. law would end tax exemption for some college property**
- **Restructuring recommended for governing boards in Illinois**

California is operating without a state budget, but employees of the California State University System and the California Community Colleges got good news last week: They will be paid in real money.

The state began using IOU's to pay its debts when it entered the fiscal year without a budget on July 1 and had no cash to tide it over.

State agencies scrambled to figure out whether employees could be paid at all without a budget, and whether they would get IOU's. California pays most employees once a month, and for most people the next pay date is July 30.

The state controller and legislators decided last week that some state employees would get IOU's, but that people working in public schools, the California State system, or community colleges would get real checks.

State lawyers are still debating what will happen with the nine-campus University of California system, whose employees are paid under a different procedure from that used by other education agencies.

—KIT LIVELY

Unless Gov. William F. Weld votes a bill, higher education in Massachusetts will no longer receive state funds in a lump sum. Instead, the state will return to a system of line-item budgeting that was discarded more than a decade ago.

In the line-item system, each campus will receive its own appropriation, and the University of Massachusetts will receive a sum to distribute among its five campuses. Until now the Board of Regents has divided the money among the colleges and universities. Legislators favoring the change said the new system would make lawmakers more accountable because it will be clear how much money was given to each campus.

Critics of the change say individual allocations will give legislators too much budgetary control over campuses. Governor Weld, a Republican, is unlikely to veto the legislation changing the budget system, because the same bill includes other provisions that he supports.

—SALMA ABDELNOUR

The Virginia General Assembly has passed a law that would end some property-tax exemptions for colleges and other non-profit organizations. However, it will not take effect unless it is passed again in the next legislative session.

The law says that the portion of any private, non-profit organization's buildings or property that is used for activities subject to the federal unrelated-business income tax would not be exempt from local property taxes, as such buildings and property normally are.

The federal tax is paid by non-profit organizations on income they receive from activities not directly related to their primary missions.

The Virginia law would not be applicable to public universities. However, it would apply to private foundations that are affiliated with public institutions.

Private colleges and other non-

profit organizations opposed the legislation and lobbied for an amendment that provided that the bill would not take effect unless approved in another legislative session.

—SCOTT JASCHIK

The Illinois system of governing boards for state universities needs to be restructured,

says the Governor's Task Force on Higher Education.

The panel was appointed by Gov. Jim Edgar, a Republican, to study ways to improve and streamline the "system of systems" of higher education in Illinois.

Illinois now has four governing boards for its universities.

The panel presented two options. One would keep the University of Illinois board, turn the Board of Governors system into the Regional Universities system, and merge the Board of Regents and the Southern Illinois University systems into the Doctoral-Granting Institutions system.

The second option would give separate boards to the University of Illinois system and the Southern Illinois University system, create a

Board of Chicago Universities, and allow four state universities to report directly to the Board of Higher Education, the coordinating body for colleges and universities.

Lieut. Gov. Bob Kustra, who was co-chairman of the committee, said the changes would shift power both "down to the university level and up to the Board of Higher Education level," allowing campuses and the board more flexibility to influence academic programs at the campuses.

The General Assembly will consider the options in January.

Roderick T. Groves, chancellor of the Board of Regents system, said the proposals constituted a "change for change's sake. It certainly isn't simplifying things."

—S.A.



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## Head of National Fund Raisers' Group Criticizes Big College Drives

By JULIE L. NICKLIN

ATLANTA At a time when universities seem to compete to wage the largest capital campaign, the president of a national association representing college fund raisers last week called the drives "the dumbest thing I've ever seen."

Peter McE. Buchanan, president of the Council for Advancement and Support of Education, told a group of fund raisers at the council's annual meeting here that campaigns take too much energy out of college officials—and that the "mega-campaigns" make people ask why a university needs so much money.

"I wish we could get rid of campaigns," said Mr. Buchanan. Mr. Buchanan's comments came on the heels of the announcements of several new mega-drives. In May Yale University announced a five-year drive to raise \$1.5-billion, the largest campaign total in higher education. The University of Pennsylvania and Columbia and Cornell Universities are each seeking at least \$1-billion over the next several years.

Stanford University has successfully completed a \$1.1-billion campaign. And Harvard University is planning a drive for as much as \$2-billion.

### 'A Positive Effect'

Mr. Buchanan made the comments during a question-and-answer period after a session on capital campaigns. Although his comments provoked several nods of agreement and no spoken disagreement from the audience, some fund raisers later disputed his remarks. In an interview, David M. Glen,

Stanford's director of principal gifts, said that, among other benefits, campaigns bring larger-than-usual gifts from donors—many of whom continue to make gifts of nearly that size after a campaign is over. "A campaign really does have a positive effect because it gets people all pulling in the same direction to achieve some common objective," he said.

Mr. Buchanan said it was unwise for institutions to put so much effort into gearing up for a campaign, conducting it, and then shutting it down—only to "crank it up again" several years later.

"If we could do it only once, and keep it!" said Mr. Buchanan, refer-

ring to the fund-raising momentum built by such drives.

The CASE assembly explored a number of issues ranging from how development staffs can become more ethnically diverse to why fund raisers must develop new strategies to deal with the nation's changing demographics. And members approved CASE's new strategic plan to expand the organization's services.

CASE also honored 20 colleges, universities, and secondary schools with its Achievement in Mobilizing Support Awards, which recognize outstanding fund-raising efforts.

For nearly three decades, CASE

has co-sponsored the competition with the USX Foundation, the grant-making arm of the USX Corporation. But after re-evaluating its spending priorities, the foundation withdrew its sponsorship this year.

So CASE has been left to cover the cost. Even so, CASE plans to continue the program in some form because it highlights efforts others can copy. The winners are:

**Best total development effort:** University of Arkansas at Fayetteville (doctorate-granting institution); Flint Hill School (private secondary school with fewer than 2,500 alumni).

**Sustained excellence in total development effort:** Boston College and U. of Pennsylvania (doctorate-granting institutions); Harrisburg Area Community

## Business & Philanthropy

College (two-year institution); Deerfield Academy (private secondary school with more than 2,500 alumni); Eaglebrook School (private elementary school).

**Standards for excellence in total development effort:** Northeastern U. (doctorate-granting institution).

**Special recognition for total development effort:** Colby College (liberal-arts institution with more than 10,000 alumni); Alderson-Broussard College (liberal-arts institution with fewer than 10,000 alumni); Philadelphia College of Bible (professional or specialized institution); Westport Community College (two-year institution).

**Standards for excellence in individual program effort:** Buena Vista College (faculty and staff campaign); Duke U. (senior-class gift); Harvard U. (Harvard College Fund); Pennsylvania State U. (annual-giving program); Saint Mary's College, Ind. (annual-fund drive).

**Special recognition for individual program effort:** Birmingham-Southern College (planned-giving program); Meadowbrook School (capital campaign); Whitman College (alumni fund).

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Facilities. For the new chemistry building: \$500,000 to Reed College.

### GIFTS & REQUESTS

Columbia College (S.C.). For renovation projects: \$1-million from the estate of J. Barwell Allen.

Gleason State College. For support of programs: \$100-million from Henry M. and Betty Rowan.

Harvard University. For the law school: \$3-million from Reginald F. Lewis.

Pennsylvania State University. For the medical center and for a professorship in engineering: \$3.3-million from the estate of Mary K. Sunderlin.

Regent University. For support of programs: \$116-million from Christian Broadcasting Network.

Virginia Union University. For the capital campaign: \$1.2-million from Mr. and Mrs. B. Claiborne Robins.

## Side-lines

The football bowl games got some good news from the House Ways and Means Committee this month.

The panel endorsed a bill that would exempt from taxation the revenues that bowl games and other amateur sporting events get from their corporate sponsors.

The bill, sponsored by Rep. Ed Jenkins, a Georgia Democrat, was designed to combat a December 1991 ruling by the Internal Revenue Service that declared corporate contributions to be unrelated to the primary mission of bowl games, which is supposed to be education.

The IRS said the Cotton Bowl and the John Hancock Bowl had to pay unrelated-business income tax on the contributions they get from the Mobil Corporation and the John Hancock Mutual Life Insurance Company, respectively. It determined that the corporate contributions to the bowl games essentially were payment for the publicity the companies received by having their names attached to the games. The IRS issued new guidelines in January that signaled its intent to be more vigilant against such contributions in the future.

Bowl-game officials complained that the revenue service was exceeding its powers by creating a policy, and vowed to seek redress in Congress. The bill from Representative Jenkins, if it becomes law, will protect the bowl games from IRS scrutiny on the unrelated-business issue.

Clemson University may have broken National Collegiate Athletic Association rules, but it did so unintentionally, a university official said this month.

Speaking at a meeting of Clemson's trustees, Manning N. Lomas, the vice-president for administration, said the university would admit to "honest mistakes" in its response this month to NCAA charges of rule breaking in the men's basketball program.

The NCAA has charged Clemson with several major violations of its rules, including an allegation that B. J. Skelton, the university's dean of admissions and registration, who is the NCAA's secretary-treasurer, declared a player eligible despite his being aware of discrepancies between two high-school transcripts submitted by the athlete.

The New Jersey Athletic Conference has voted to curb the use of tobacco products at its events, beginning this fall.

The league, which competes at the NCAA's Division III level, barred players, coaches, and other people associated with its members' teams from using tobacco at practices or games.

Although some league officials complained that the conference was dictating moral behavior to college students, the vote against tobacco use was 19 to 1.

## Athletics

## Survey Suggests Many Division I Colleges Fail to Graduate Their Black Athletes

Latest NCAA study said to paint too rosy a picture

By Douglas Lederman

A MUOD of self-congratulation surrounded the National Collegiate Athletic Association's release this month of a report showing that black athletes in Division I graduated at a higher rate than other full-time black students at their colleges.

But a survey of Division I colleges by *The Chronicle* suggests that many institutions have a long way to go toward insuring that black athletes—particularly the males—are getting an adequate education.

### Among the findings:

■ At nearly half of the 248 Division I colleges that participated in *The Chronicle* survey, fewer than a third of the black male athletes who enrolled at the institutions in 1983 and 1984 had graduated within six years. At 80 of the colleges, fewer than one in every four black male athletes had received a degree within six years.

■ Some institutions graduated tiny proportions of their black athletes. Two of the 46 black athletes who entered Lamar University in 1983 and 1984 graduated within six years, as did 7 of 62 black athletes at Northwestern State University of Louisiana and 6 of 48 black athletes at Arkansas State University.

■ In three leagues that play big-time football, black male athletes had graduation rates below 25 per cent: the Big Eight Conference at 23.3 per cent, the Big West Conference at 15.7 per cent, and the Western Athletic Conference at 23.2 per cent. Two other conferences—the Southeastern and the Southwest Athletic—had graduation rates for black male athletes below 30 per cent.

### 'Safety Net' of Support

Black male athletes graduated at a higher rate than other black male students at 129 of the 248 institutions. Yet at many universities that play big-time football, the athletes' rates were lower: Black male students outperformed black male athletes at 8 of 12 institutions in the Southeastern Conference, 5 of the 8 Atlantic Coast colleges that participated in the survey, and 6 of 10 universities in the Pacific-10 Conference.

In announcing the results of the NCAA's study this month, the association's executive director, Richard D. Schultz, said he believed scholarship athletes should graduate at a higher rate than other students, since they are relatively free from the financial pressures that force many students to leave college or to go part time (*The Chronicle*, July 8).

Clifford Adelman, an Education Department researcher who has studied the graduation rates of athletes and other students, noted that athletes also have a "safety net" of support and tutoring that is not generally available to other students. Also,



Tom Hill, assistant athletics director at the U. of Oklahoma: "You don't pick out the worst in the world, and be a smidgen better than that, and say you're wonderful."

he said, athletes are much likelier than other students to go directly to college from high school—a move that he said is "one of the strongest predictors" of college success.

Those advantages notwithstanding, Mr. Schultz said he was heartened that athletes at many campuses were more likely to graduate than other students.

But Tom Hill, assistant athletics director for academics at the University of Oklahoma, said sports officials and college administrators had little to be proud of in that fact, given how low the graduation rates of all students are.

"This idea that 'neither one of us is successful, but you are less successful than me' is pure foolishness," Mr. Hill said. "You don't pick out the worst in the world, and be a smidgen better than that, and say you're wonderful."

### Response to Congressional Pressure

The NCAA plans to release the graduation rates by race on a college-by-college basis next month.

It agreed to do so in response to pressure from Congress, which passed a law last year requiring all institutions that give athletic scholarships to make public the grad-

### "We need to get out of this

business of just paying lip service and keeping the status quo. These kids are keeping people in some pretty nice life styles, including myself."

uation rates of their athletes and other students.

*The Chronicle* asked all 297 Division I institutions for copies of the forms they submitted to the NCAA. Two hundred forty-eight of them provided the graduation-rates information. An additional 11 institutions—the eight Ivy League colleges and the three U.S. service academies—do not give athletic scholarships and hence did not fill out the portions of the form that relate to the graduation rate of scholarship athletes.

### 'Refined' Data

The rest of the Division I members—38 of them—declined to provide the information or said they could not do so because of problems with the data. Among them were 11 of the 17 historically black colleges in Division I and several major sports powers including Duke, Georgetown, and Pennsylvania State Universities.

The information in the forms differs from previous graduation-rates surveys by the NCAA and *The Chronicle* in two major ways: It offers breakdowns by race, and it provides for each college a "refined" graduation rate that includes athletes who transferred in to the institution. But it excludes those who left the college in good academic standing. (For a discussion of the refined rates, see the story on Page A32.)

The new graduation-rates form also focuses on the entering classes of two consecutive years, 1983-84 and 1984-85, in response to criticism that past surveys were merely a "snapshot" of one instant in time and hence did not reflect patterns of performance. Eventually the NCAA will calculate

Continued on Following Page

## Athletes' Graduation Rates: Ask a Simple Question . . .

By DEBRA E. BLUM

Ask a simple question: What proportion of the scholarship athletes at the University of Central Florida graduate?

And get a not-so-simple answer: 36.4 percent. Or 100 percent. Both numbers. Neither number. Well, it depends.

The 36.4-per-cent rate accounts for all scholarship athletes who came to Central Florida as freshmen in 1983 and 1984 and graduated within six years. The higher rate, the so-called "refined" rate, includes in the calculation athletes who transferred to the university after freshman year, but excludes those who left the institution, in "good academic standing," before graduating and those who still attend it—and are in good standing—after six years of enrollment.

In football, for example, of the 58 players who came to Central Florida in 1983 and 1984, 20 graduated, for a non-adjusted rate of 34.5 per cent.

### Adjusted Rate Is Perfect

But the football team for those years also has a refined graduation rate that adds in the 21 athletes who transferred to the institution and removes from the calculation the 47 who left in good standing before graduating and the four who returned to the institution in good standing after six years. All 28 of the athletes in that pool graduated, for an adjusted rate of 100 per cent.

Both numbers have merit if

they are sufficiently explained, understood, and compared to the proper data," says William G. Callahan, Central Florida's faculty representative to the National Collegiate Athletic Association. "There are so many people who ask about the graduation rates and my first question back to them is, 'What do you mean by grad rates? Because there are so many different definitions in athletics today.'"

### Seeking Accuracy

Last year, like all other members of the NCAA's Division I, Central Florida gave the association the graduation data for its athletes and other students. The NCAA, prodded by federal legislation intended to help the public assess how well universities are educating their athletes, plans to publish the data next month for the first time on an institution-by-institution basis.

A study of the data by *The Chronicle* shows that the refined rate at most colleges is significantly higher than the overall rate. Florida A&M, Gonzaga, and Ohio State Universities are just a few of the institutions whose refined rates are at least 30 percentage points higher than the regular, unadjusted rates.

The large difference between the rates has divided college-sports officials, lawmakers, and others over which graduation rate—if either—accurately portrays the academic performance of athletes at various institutions.

Those who favor the refined rate



Sara N. McNabb, who oversaw the graduation-rates survey: "The element of subjectivity is the rate's biggest fallacy."

as the sole indicator of a college's success in graduating athletes say institutions should not be held responsible for athletes who leave in good standing before they graduate. Athletes may transfer, they

say, because a favorite coach leaves their institution or because they think they may get more playing time elsewhere.

Those who favor the adjusted rate also say an institution should

be given credit when an athlete transfers to that institution and graduates from there.

Critics of the refined rate say the number does not accurately depict the academic performance of athletes who enter institutions as freshmen. Athletes who do not make it through the program—for whatever reason—should not be discounted, they say. Many athletes, they note, leave an institution after their four-year eligibility is up and do not go on to earn a degree. While some may transfer to other institutions and possibly graduate from them, many others will leave college altogether.

Opponents of the refined rate also say the rate is particularly misleading because few institutions keep or report a comparable rate for the overall student body that similarly takes into account transfers in and out of the college.

"We are often left with people comparing apples with oranges, and that's not a fair comparison," says James P. Olomon, director of institutional research at the University of Montana.

### 'Somewhere Between the Two'

Sara N. McNabb, assistant vice-president for enrollment services at Indiana University and head of the NCAA committee that oversaw the graduation-rates survey, says the truest graduation rate is probably somewhere between the unadjusted and the refined rates.

"The refined rate gives us the upper limit, the maximum graduation rate when you take X, Y, and Z into consideration," she says. "The freshmen-cohort rate is the low number. The significant number is somewhere between the two."

Ms. McNabb says the most troublesome aspect of the refined rate is that each institution is left to define for itself the term "good academic standing." The 35-page instruction booklet that accompanied the graduation-rate survey did not include any parameters or minimum standards on how an institution should determine whether a departing athlete is in good standing. (It does, however, include minimum standards for determining the class in which transfer students ought to be placed.)

"The element of subjectivity is the rate's biggest fallacy," Ms. McNabb says. "The only way to reconcile this is to take the institutions' word for it and to assume that, over all, institutions have the same general standards."

An examination of some of the disclosure forms reveals differing, but not widely varying, definitions of good academic standing. One major difference is that some institutions consider students who are on academic probation to be in good standing, while others do not.

Because of the doubts about the validity of both the refined and the unadjusted rates, the NCAA plans to require institutions to send prospective athletes and their parents, coaches, and guidance counselors a two-page fact sheet specially prepared by the NCAA for each institution.

The sheet will include a definition of both kinds of graduation rates and the institution's rates for groups broken down by race, sex, and sport.

## Survey Suggests Many Division I Colleges Fail to Graduate Black Athletes

Continued From Preceding Page  
late a four-year rolling average for each institution.

One sponsor of the disclosure legislation, Sen. Bill Bradley, the New Jersey Democrat, said he was deeply troubled by the low graduation rates of blacks—athletes and non-athletes alike. Black athletes, male and female, lag about 20 percentage points behind their white counterparts, on average, in Division I. Senator Bradley called for more research into the reasons for the gap.

### 'Just Playing Lip Service'

Many sports officials and academics agree that that is by far the most vexing finding in the graduation-rate data.

Mr. Hill of Oklahoma said: "We need to get out of this business of just paying lip service and keeping the status quo. These kids are keeping people in some pretty nice life styles, including myself."

"Some of these black males in football and basketball may be leaving before concluding their education for another opportunity, like professional sports," he added.

"But I will say this: The vast majority are not making their living in professional athletics."

To people like Harry Edwards, professor of sociology at the University of California at Berkeley, the low graduation rate of black athletes is evidence that colleges are primarily interested in blacks

for their sports skills, not for their intellectual ability.

"Somewhere between 60 and 70 per cent of black athletes never graduate," Mr. Edwards said. "Under those circumstances there is no way to justify the set of arrangements" that find colleges recruiting black athletes more intensely than they pursue other black students.

Mr. Adelman of the Education Department said the explanation for the gap between blacks and whites was simply the difference in their educational preparation. "If you took kids with equal preparation, regardless of race and socioeconomic status, they would graduate at roughly the same rates," he said.

Sara N. McNabb, assistant vice-president for enrollment services at Indiana University and chairwoman of the NCAA committee created to decide how to gather the graduation data, said that why the gap exists is less significant than how to narrow it.

"What's important is, we need to improve," she said.

### Optimism About Changes

Many college-sports officials believe that changes implemented by the NCAA since the athletes in this study entered college will raise graduation rates in the future. They note that the 1983 and 1984 classes started college before the association imposed Proposition 48, which in 1986 forced Division I athletes to

meet minimum core-curriculum, grade-point-average, and standardized-test requirements to be eligible to participate as freshmen.

Athletes previously had been required only to attain a 2.0 high-school grade-point average to be eligible to play in their first year.

At last January's convention of the NCAA, the standards were fur-

**"I'm worried that the more we play up the completion rate, the more everybody's going to graduate, whether they deserve to or not."**

ther toughened; those rules will take effect in 1996.

While many institutions still recruit and enroll athletes who do not meet the standards, others have stopped recruiting them or at least have tried harder to insure that the athletes they recruit have a chance of succeeding academically.

Said Rudy Davalos, athletics director at the University of Houston, which graduated just one of the 49 black male athletes who entered as freshmen in 1983 and 1984: "The NCAA rules that have come into play have made a big difference, and the rates are going to be better." He said the graduation rate of athletes who entered Hous-

on in 1986 was 38 per cent, more than twice as high as the rate for all athletes at Houston for the 1983 and 1984 entering classes.

Others say that raising standards alone isn't enough. Richard Larchick, director of the Center for the Study of Sport in Society at Northeastern University, said universities must improve their support services and make sure that blacks are made to feel at home on their campuses. The social isolation that many blacks feel at predominantly white colleges hurts their academic performance, he said.

**Seen as Consumer Measure**  
The sponsors of the federal legislation requiring publication of the graduation rates portrayed it as a consumer measure that would help students and parents make a more educated choice about college.

Most sports officials and higher-education administrators agree that as part of the drive for more accountability for colleges and schools, publication of the rates is a good idea. But many of them worry that putting too much emphasis on graduation rates may result in people's getting meaningless degrees in useless programs.

"I'm worried that the more we play up the completion rate, the more everybody's going to graduate, whether they deserve to or not," Mr. Adelman said.

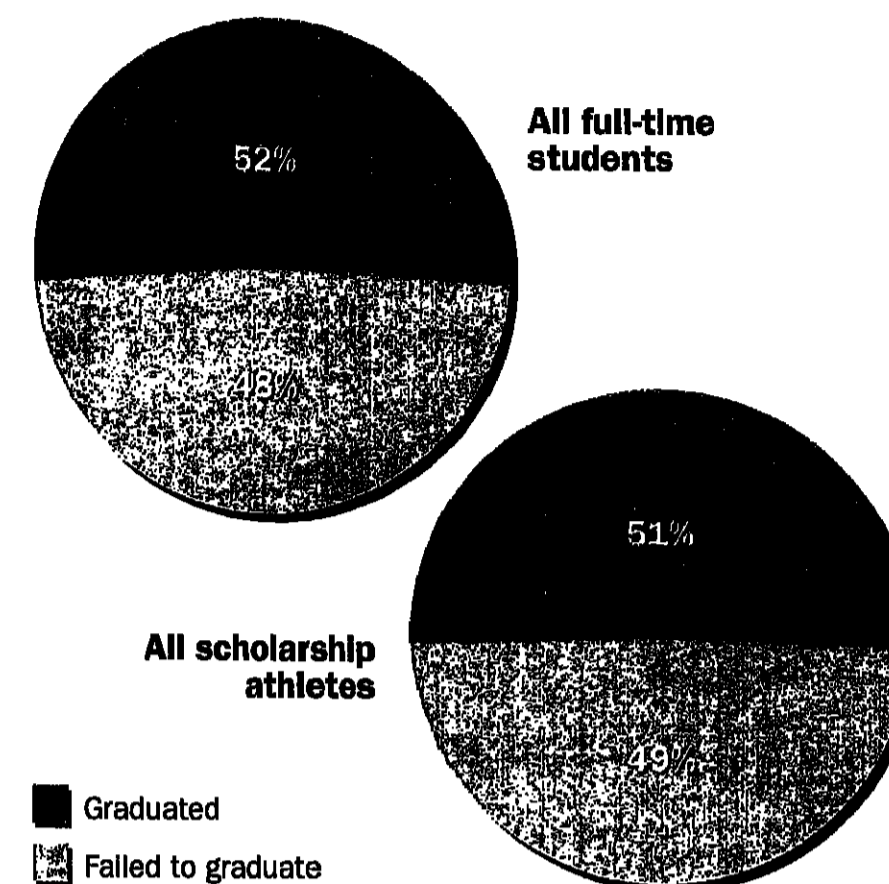
"As one of several measures, it's fine," he said. "But, by itself, it isn't that helpful."

## A CHRONICLE SURVEY

## Graduation Rates of Scholarship Athletes in NCAA Division I

Proportion of freshmen entering college in 1983 and 1984 who graduated within 6 years of enrolling

## Graduation Rates for Entering Freshmen in 1983 and 1984



■ Graduated  
□ Failed to graduate

	White male athletes		Black male athletes		White female athletes		Black female athletes		All athletes		Refined graduation rate <sup>1</sup>	
	Total	Proportion graduated	Total	Proportion graduated	Total	Proportion graduated	Total	Proportion graduated	Total	Proportion graduated	Total	Proportion graduated
Alabama State U †												
Alcorn State U †												
American U	16	43.8%	5	100.0%	19	84.2%	2	50.0%	45	66.7%	41	75.6%
Appalachian State U	44	38.6	30	43.3	14	78.6	3	33.3	95	46.3	80	66.3
Arizona State U	49	40.8	41	24.4	48	80.4	6	18.7	163	39.9	181	47.6
Arkansas State U	38	39.5	43	11.6	11	84.5	5	20.0	100	28.0	80	36.3
Auburn U	55	61.8	47	25.5	28	78.6	12	50.0	148	80.7	113	89.9
Austin Peay State U	37	37.8	31	19.4	11	45.5	13	30.8	92	31.5	67	43.3
Bell State U	69	56.5	39	71.8	16	66.3	4	75.0	129	61.2	111	81.1
Baylor U	*	*	*	*	*	*	*	*	92	85.2	97	71.1
Belhorne-Cookman C	0	—	55	32.7	0	—	0	—	56	32.1	18	77.8
Baylor State U	40	35.0	0	11.1	23	39.1	8	40.0	88	34.9	84	59.5
Boston C	57	86.0	15	88.7	27	100.0	3	100.0	105	88.6	98	95.9
Boston U †												
Bowling Green State U	72	50.0	27	40.7	80	74.0	2	100.0	183	85.8	159	71.1
Bradley U	30	66.7	5	60.0	28	64.3	3	33.3	66	63.6	66	84.8
Brigham Young U †												
Brooklyn C	5	40.0	7	0.0	3	0.0	2	0.0	17	11.8	3	66.7
Brucknell U	31	92.2	6	100.0	12	100.0	0	—	78	83.7	77	94.8
Butler U †												
California State U at Fresno	40	22.5	11	18.2	27	44.4	4	50.0	83	44.4	112	48.2
California State U at Fullerton	36	27.8	16	6.3	18	83.3	1	0.0	54	21.3	84	39.3
California State U at Long Beach	28	15.4	13	7.7	16	85.0	8	0.0	53	29.2	65	34.5
California State U at Northridge	27	11.1	11	0.0	20	30.0	1	100.0	58	16.3	84	29.8
California State U at Sacramento	28	46.4	6	33.3	23	43.3	2	0.0	51	49.0	219	45.2
Campbell U †												
Carlsburg C	20	60.0	2	0.0			1	100.0			32	93.8
Centenary C	24	62.5	2	100.0			0	—			28	85.7
Central Connecticut State U	7	28.6	3	0.0			1	0.0			9	44.4
Central Michigan U	15	62.5					3	0.0			120	88.3
Charleston Southern U	30	26.7	30	26.7			11	27.3			37	89.2
Chicago State U	8	12.5					4	25.0			23	26.1
The Citadel	16	50.0					—	—			70	60.0
Clemson U	33	39.4					1	100.0			119	77.3
Cleveland State U	11	27.3					0	—			51	68.6

\* Did not supply information

<sup>1</sup> Declined to provide this information, citing privacy concerns

— Information not available or not applicable

<sup>2</sup> The refined graduation rate adds to the number of incoming freshmen those athletes who transferred into an institution after their first year, but excludes from the calculation those athletes who left the institution in good academic standing before, or continued to be enrolled in good standing after, their sixth year.

Note: The figures for all athletes include those of all male and female groups. The eight Ivy League colleges and three U.S. military academies do not give athletic scholarships, and hence did not fill out those sections of the graduation-rates form covering scholarship athletes.

Continued on Following Page

Graduation Rates of Scholarship Athletes in NCAA Division I CONTINUED

	White male athletes		Black male athletes		White female athletes		Black female athletes		All athletes		Refined graduation rate †	
	Total	Proportion graduated	Total	Proportion graduated	Total	Proportion graduated	Total	Proportion graduated	Total	Proportion graduated	Total	Proportion graduated
Colgate U	84	84.8%	14	92.9%	40	90.0%	2	100.0%	144	86.1%	124	100.0%
C of Charleston †												
C of the Holy Cross	33	81.8	7	71.4	25	92.0	1	100.0	66	84.8	56	100.0
C of William and Mary	42	83.3	10	60.0	—	—	—	—	61	80.3	53	90.6
Colorado State U	43	66.1	11	45.5	24	62.5	0	—	82	61.0	81	70.4
Coppin State U †												
Craigton U	30	56.7	2	50.0	14	57.1	1	100.0	49	59.2	36	86.1
Davidson C	15	80.0	7	71.4	—	—	—	—	22	77.3	21	81.0
Delaware State U †												
De Paul U	20	85.0	5	20.0	16	75.0	3	66.7	45	71.1	34	94.1
Drake U	20	40.0	4	75.0	21	61.9	4	25.0	55	49.1	35	82.9
Drexel U	41	68.3	8	100.0	26	80.8	1	100.0	76	76.3	63	92.1
Duke U †												
Duquesne U	20	80.0	5	80.0	19	57.9	1	100.0	46	76.1	40	87.5
East Carolina U	46	54.3	48	47.9	28	57.7	7	57.1	127	52.8	106	72.6
East Tennessee State U	36	58.3	17	29.4	16	80.0	2	0.0	72	47.2	61	60.7
Eastern Illinois U	40	55.0	15	53.3	20	70.0	1	100.0	76	59.2	79	86.1
Eastern Kentucky U	56	61.8	42	14.3	25	44.8	14	28.6	140	40.7	127	56.7
Eastern Michigan U	57	50.9	13	15.4	46	55.3	3	0.0	131	45.8	91	67.0
Eastern Washington U												
Fairfield U	11	54.5	1	0.0	9	100.0	2	100.0	24	75.0	22	86.4
Fairleigh Dickinson U	17	14.3	7	14.3	6	50.0	3	0.0	32	31.3	36	58.3
Florida A&M U	0	—	73	26.0	1	0.0	42	28.6	123	26.5	51	86.3
Florida International U	6	50.0	4	75.0	15	66.7	0	—	40	57.5	87	65.5
Florida State U	59	40.7	28	42.9	46	50.0	15	53.3	147	44.6	120	70.8
Fordham U	76	80.3	14	92.9	28	80.7	2	50.0	120	76.7	115	86.1
Furman U	21	47.6	7	42.9	17	70.6	8	37.5	56	55.4	48	66.7
George Mason U	22	55.5	5	60.0	30	73.3	3	66.7	63	78.4	64	65.3
George Washington												
Georgetown U †												
Georgia Institute of Technology	36	58.3	36	58.3	11	72.7	3	33.3	121	60.3	104	75.0
Georgia Southern U	32	56.4	17	29.4	6	80.0	2	50.0	58	48.3	54	57.4
Georgia State U	10	30.0	3	0.0	9	33.3	3	0.0	25	24.0	21	76.2
Gonzaga U	12	50.0	0	—	13	46.2	0	—	25	56.0	28	92.9
Grambling State U †												
Hofstra U †												
Howard U	0	—	87	36.8	5	—	28	46.4	126	38.9	107	48.6
Idaho State U	42	36.1	10	10.0	16	44.4	3	33.3	80	35.0	79	84.6
Illinois State U	76	44.7	19	26.3	48	64.6	6	33.3	133	48.4	136	66.9
Indiana State U	45	56.1	19	26.3	29	86.5	5	0.0	104	50.5	101	62.4
Indiana U	59	59.5	26	46.2	45	68.2	4	50.0	130	58.3	166	73.7
Iona C	13	61.5	8	66.7	19	100.0	0	—	25	56.0	26	92.3
Iowa State U	64	43.8	25	16.0	25	76.2	8	50.0	134	48.5	190	58.4
Jackson State U †												
Jacksonville U			6	0.0	—	—	0	—	29	30.0	14	28.6
James Madison U	17	58.8	34	50.0	—	—	9	77.8	126	54.8	108	78.7
Kansas State U	17	58.8	16	25.0	—	—	6	60.0	44	61.1	155	58.8
Kent State U	23	30.4	—	—	—	—	13	46.2	126	50.6	147	61.2
Lafayette C	8	75.0	—	—	—	—	2	100.0	52	61.7	73	91.8
Lamar U	44	4.5	—	—	—	—	2	0.0	147	41.1	134	24.6
La Salle U	0	—	—	—	—	—	0	—	—	—	40	95.0
Lehigh U	12	50.0	—	—	—	—	0	—	—	—	109	90.8
Liberty U	16	56.3	—	—	—	—	1	100.0	—	—	93	84.9
Long Island U—Brooklyn Center	10	30.0	—	—	—	—	15	53.3	—	—	65	56.4
Louisiana State U	53	13.2	—	—	—	—	17	35.3	—	—	184	42.9
Louisiana Tech U	31	22.6	—	—	—	—	4	75.0	—	—	81	56.8
Loyola C (Md)	3	66.7	—	—	—	—	1	0.0	—	—	44	79.5
Loyola Marymount U	1	100.0	—	—	—	—	0	—	—	—	26	69.2
Loyola U of Chicago	3	66.7	—	—	—	—	0	—	—	—	41	92.7
Marquette C	4	75.0	—	—	—	—	2	80.0	—	—	20	100.0
Marist C	5	40.0	—	—	—	—	1	0.0	—	—	9	77.8
Marquette U	3	33.3	—	—	—	—	1	100.0	—	—	51	96.1
Marshall U	20	35.0	—	—	—	—	2	50.0	—	—	83	81.1
McNeese State U †												
Memphis State U	28	21.4	—	—	—	—	8	0.0	—	—	86	74.4
Mercer U	4	50.0	—	—	—	—	1	100.0	—	—	11	72.7

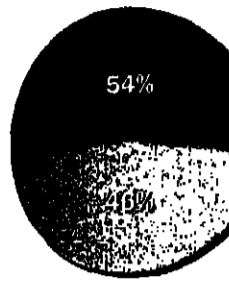
Athletes

Athletes

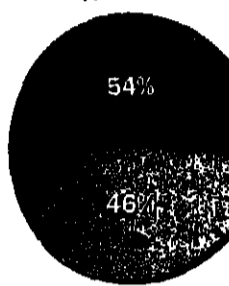
## Graduation Rates for Entering Freshmen in 1983 and 1984

## WHITE MALES

All

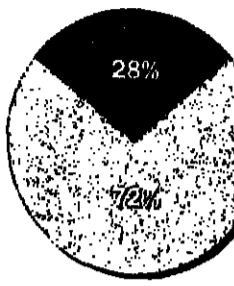


Athletes



## BLACK MALES

All



Athletes

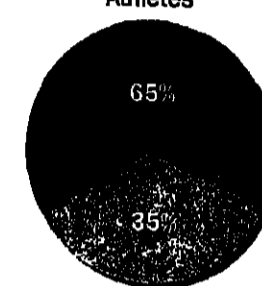


## WHITE FEMALES

All

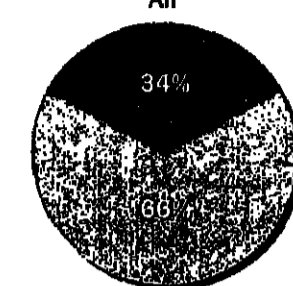


Athletes

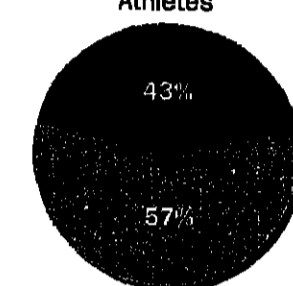


## BLACK FEMALES

All



Athletes



	White male athletes		Black male athletes		White female athletes		Black female athletes		All athletes		Refined graduation rate †	
	Total	Proportion graduated	Total	Proportion graduated	Total	Proportion graduated	Total	Proportion graduated	Total	Proportion graduated	Total	Proportion graduated
Miami U	94	67.0%	20	30.0%	51	74.5%	1	0.0%	166	63.7%	150	74.7%
Michigan State U	73	68.5	29	37.9	40	82.5	8	62.5	167	64.1	155	75.5
Middle Tennessee State U	26	34.6	32	25.0	15	60.0	3	33.3	78	34.6	73	46.6
Mississippi State U	63	65.1	37	27.0	31	58.1	2	50.0	133	52.6	99	79.8
Mississippi Valley State U	0	—	82	45.1	0	—	28	42.9	110	44.5	131	37.4
Monmouth C (NJ)	32	68.8	10	50.0	6	83.3	4	25.0	53	62.3	43	76.7
Montana State U											84	71.4
Morehead State U	43	53.8	23	13.0	11	63.6	0	—	62	41.5	78	71.8
Morgan State U †												
Mount Saint Mary's C	13	84.6	4	25.0	—	—	4	75.0	—	—	33	81.8
Murray State U	49	61.2	33	24.2	—	—	3	33.3	—	—	70	70.0
New Mexico State U	48	33.3	27	22.2	—	—	4	100.0	—	—	140	54.3
Niagara U	15	66.7	2	100.0	13	94.4	1	100.0	—	—	32	90.6
Nicholls State U	111	25.6	71	17.9	20	65.0	5	20.0	—	—	80	68.3
North Carolina A&T U †												
North Carolina State U	54	57.1	35	22.9	—	—	7	71.4	—	—	141	86.0
Northeast Louisiana U	60	39.1	37	27.0	—	—	11	54.5	—	—	117	67.3
Northeastern Illinois U †												
Northeastern U	60	71.7	18	38.9	—	—	8	50.0	—	—	105	84.5
Northem Arizona U	16	33.3	4	25.0	—	—	0	—	—	—	19	73.7
Northem Illinois U	59	67.6	19	36.8	—	—	2	0.0	—	—	112	65.2
Northwestern State U (La)	61	29.5	56	8.6	—	—	4	50.0	—	—	88	36.6
Northwestern U †												
Ohio State U	67	59.7	24	25.0	—	—	9	66.7	—	—	96	89.6
Ohio U	80	78.5	19	63.2	—	—	4	50.0	—	—	126	88.9
Oklahoma State U	49	26.0	31	22.6	—	—	1	0.0	—	—	92	43.5
Old Dominion U	48	37.2	3	66.7	—	—	3	33.3	—	—	63	60.3
Oregon State U	59	64.2	28	64.3	—	—	4	0.0	—	—	93	69.2
Pennsylvania State U †												
Pepperdine U	24	58.3	5	20.0	—	—	2	0.0	—	—	41	70.7
Prairie View A&M U †												
Providence C	20	65.0	2	100.0	—	—	1	0.0	—	—	54	100.0
Purdue U	15	60.0	31	32.2	—	—	9	55.6	—	—	164	70.1
Radford U	20	65.0	4	75.0	—	—	5	80.0	—	—	46	82.2
Rice U	20	65.0	26	73.1	—	—	7	100.0	—	—	122	85.2
Rider C	20	65.0	4	100.0	—	—	0	—	—	—	58	81.0
Robert Morris C (Pa)	20	65.0	5	20.0	—	—	0	—	—	—	39	71.8
Rutgers U	18	44.4	—	—	—	—	6	33.3	—	—	97	89.7
Saint Bonaventure U	6	83.3	—	—	—	—	0	—	—	—	31	100.0
Saint Francis C (NY)	8	50.0	—	—	—	—	1	100.0	—	—	33	61.5
Saint Francis C (Pa)	0	—	2	50.0	—	—	0	—	—	—	12	61.7

† Did not supply information

‡ Declined to provide this information. Using privacy concerns—information not available or not applicable&lt;/

## Graduation Rates of Scholarship Athletes in NCAA Division I CONTINUED

## How Division I-A Leagues Compare



## Atlantic Coast Conference

9 members, 8 responded	
All full-time students	66.9%
All scholarship athletes	61.6
White male students	67.3
White male athletes	62.6
Black male students	41.0
Black male athletes	45.2



## Big Eight Conference

8 members, all responded	
All full-time students	51.8%
All scholarship athletes	47.1
White male students	51.2
White male athletes	50.3
Black male students	19.9
Black male athletes	23.3



## Big East Football Conference

9 members, 8 responded	
All full-time students	67.7%
All scholarship athletes	63.7
White male students	68.1
White male athletes	67.5
Black male students	42.5
Black male athletes	43.0



## Big Ten Conference

12 members, 9 responded	
All full-time students	52.7%
All scholarship athletes	59.3
White male students	62.6
White male athletes	60.6
Black male students	33.7
Black male athletes	43.2



## Big West Conference

10 members, 9 responded	
All full-time students	46.3%
All scholarship athletes	38.3
White male students	47.3
White male athletes	35.3
Black male students	20.7
Black male athletes	15.7



## Pacific-10 Conference

20 members, all responded	
All full-time students	58.1%
All scholarship athletes	54.0
White male students	57.3
White male athletes	55.3
Black male students	39.4
Black male athletes	38.6



## Southwest Athletic Conference

7 members, all responded	
All full-time students	58.4%
All scholarship athletes	48.5
White male students	58.4
White male athletes	47.7
Black male students	32.6
Black male athletes	29.1



## Mid-American Conference

9 members, all responded	
All full-time students	49.2%
All scholarship athletes	56.8
White male students	48.3
White male athletes	56.8
Black male students	26.7
Black male athletes	45.1



## Southeastern Conference

12 members, all responded	
All full-time students	52.6%
All scholarship athletes	45.7
White male students	50.9
White male athletes	51.7
Black male students	33.1
Black male athletes	26.4



## Western Athletic Conference

9 members, 8 responded	
All full-time students	42.8%
All scholarship athletes	47.7
White male students	41.0
White male athletes	49.7
Black male students	23.4
Black male athletes	23.2

Note: The proportions for athletes are based on scholarship holders who entered college in fall 1983 and fall 1984. The proportions for all students are based only on the entering class of 1984.

	White male athletes		Black male athletes		White female athletes		Black female athletes		All athletes		Refined graduation rate †	
	Total	Proportion graduated	Total	Proportion graduated	Total	Proportion graduated	Total	Proportion graduated	Total	Proportion graduated	Total	Proportion graduated
Saint John's U †	21	76.2%	4	100.0%	14	92.9%	2	100.0%	42	85.7%	40	92.5%
Saint Joseph's U	11	81.8	2	100.0	23	81.3	0	—	36	84.6	33	100.0
Saint Louis U	11	81.8	2	100.0	23	81.3	0	—	36	84.6	33	100.0
Saint Mary's C of California	37	70.3	6	33.3	—	—	—	—	46	67.4	47	85.1
Saint Peter's C	5	90.0	3	66.7	2	80.0	4	25.0	12	41.7	16	62.5
Samford U †	—	—	—	—	—	—	—	—	—	—	—	—
Sam Houston State U	—	—	33	27.3	—	—	5	40.0	408	33.3	116	46.6
San Diego State U †	—	—	—	—	—	—	—	—	—	—	—	—
San Jose State U	35	28.6	6	0.0	25	56.0	4	0.0	66	36.5	52	63.5
Santa Clara U	47	78.7	7	42.9	9	77.8	1	100.0	69	76.8	60	88.3
Seton Hall U †	—	—	—	—	—	—	—	—	—	—	—	—
Sierra C	5	80.0	3	66.7	5	60.0	0	—	13	69.2	10	90.0
South Carolina State C	—	—	89	42.7	—	—	29	58.6	119	46.2	104	52.9
Southeast Missouri State U †	—	—	—	—	—	—	—	—	—	—	—	—
Southeastern Louisiana U	50	32.0	31	8.5	15	72.2	4	75.0	104	33.7	57	81.4
Southern Illinois U at Carbondale	75	62.0	39	35.9	65	64.6	9	66.7	189	64.0	135	74.8
Southern Methodist U	50	60.0	24	25.0	16	75.0	3	33.3	96	48.3	60	68.2
Southern U †	—	—	—	—	—	—	—	—	—	—	—	—
Southern Utah U †	—	—	—	—	—	—	—	—	—	—	—	—
Southwest Missouri State U	—	—	12	33.3	—	—	—	—	12	64.0	143	67.1
Southwest Texas State U	—	—	34	23.5	—	—	15	20.0	135	62.1	114	80.9
Stenford U	—	—	10	50.0	—	—	0	—	13	61.5	116	94.8
State U of New York at Buffalo †	—	—	—	—	—	—	—	—	—	—	—	—
Stephen F Austin State U	—	—	38	22.2	—	—	8	37.5	124	20.9	99	55.6
Stetson U	—	—	5	20.0	—	—	9	11.1	14	28.6	60	78.3
Syracuse U	—	—	20	60.0	—	—	8	66.7	28	64.3	99	80.8
Temple U †	—	—	—	—	—	—	—	—	—	—	—	—
Tennessee State U †	—	—	—	—	—	—	—	—	—	—	—	—
Tennessee Technological U	—	—	10	100.0	—	—	1	100.0	11	90.9	83	66.3
Texas A&M U	—	—	43	11.6	—	—	8	12.5	148	46.6	148	46.6
Texas Christian U	—	—	27	61.9	—	—	0	—	27	61.9	86	82.4
Texas Southern U †	—	—	—	—	—	—	—	—	—	—	—	—
Texas Tech U	—	—	27	11.1	—	—	4	0.0	31	11.1	107	57.0
Towson State U	—	—	8	62.5	—	—	0	—	8	62.5	51	62.2
Tulane U	—	—	20	20.0	—	—	5	100.0	25	40.0	115	77.4
U of Akron	—	—	12	33.3	—	—	2	0.0	12	33.3	110	71.8
U of Alabama	—	—	34	17.6	—	—	8	0.0	42	17.6	96	48.9
U of Alabama at Birmingham	—	—	7	0.0	—	—	8	12.5	15	14.3	66	49.2
U of Arizona	—	—	27	25.9	—	—	9	56.8	36	25.9	139	56.8
U of Arkansas at Fayetteville	—	—	40	40.0	—	—	6	50.0	46	40.0	99	62.6
U of Arkansas at Little Rock †	—	—	—	—	—	—	—	—	—	—	—	—
U of California at Berkeley	—	—	32	68.8	—	—	5	60.0	37	68.8	141	78.7
U of California at Irvine	—	—	3	0.0	—	—	4	25.0	7	0.0	50	80.0

	White male athletes		Black male athletes		White female athletes		Black female athletes		All athletes		Refined graduation rate †	
	Total	Proportion graduated	Total	Proportion graduated	Total	Proportion graduated	Total	Proportion graduated	Total	Proportion graduated	Total	Proportion graduated
U of California at Los Angeles	59	69.5%	24	41.7%	38	65.8%	6	83.3%	131	60.3%	163	65.0%
U of California at Santa Barbara	25	60.0	4	25.0	19	63.2	1	0.0	51	59.8	60	76.7
U of Central Florida	40	38.8	29	20.7	13	53.8	4	0.0	110	36.4	101	100.0
U of Cincinnati	50	63.6	33	16.2	21	68.7	5	40.0	119	44.0	103	58.3
U of Colorado at Boulder	49	67.3	16	50.0	19	26.3	1	0.0	99	55.6	90	71.1
U of Connecticut	49	61.0	17	47.1	36	77.8	0	—	104	58.7	108	78.9
U of Dayton	3	60.7	3	100.0	2	100.0	1	100.0	9	88.9	9	88.9
U of Delaware	32	56.3	17	35.3	9	100.0	2	100.0	60	59.8	49	71.4
U of Detroit †	—	—	—	—	—	—	—	—	—	—	—	—
U of Evansville	36	69.4	4	25.0	—	—	0	—	40	69.4	69	68.4
U of Florida	60	48.3	34	17.6	—	—	6	50.0	100	48.3	102	81.4
U of Georgia	53	62.8	38	10.5	41	63.7	10	40.0	142	57.1	120	67.1
U of Hartford	24	65.3	4	100.0	26	65.4	1	100.0	55	65.3	68	94.8
U of Hawaii	25	72.0	10	50.0	14	64.3	2	100.0	51	72.0	108	78.7
U of Houston	46	23.2	49	2.0	13	38.5	16	20.0	118	23.2	143	22.4
U of Idaho	58	44.8	11	27.3	—	—	0	—	69	44.8	88	56.3
U of Illinois at Chicago	57	36.6	8	25.0	—	—	6	16.7	65	36.6	75	65.3
U of Illinois at Urbana-Champaign	72	63.9	23	65.2	—	—	3	66.7	95	63.9	130	86.2
U of Iowa	54	73.8	28	35.7	—	—	11	63.6	92	73.8	138	79.7
U of Kansas	26	55.8	17	29.4	—	—	8	50.0	43	55.8	162	63.8
U of Kentucky	36	58.3	26	46.2	—	—	6	50.0	62	58.3	93	88.2
U of Louisville	57	43.8	20	16.4	—	—	9	44.4	76	43.8	91	63.7
U of Maine	18	61.3	4	50.0	—	—	0	—	22	61.3	86	80.2
U of Maryland-Baltimore County	—	—	4	50.0	—	—	1	0.0	4	50.0	16	93.8
U of Maryland at College Park	—	—	26	23.1	—	—	6	0.0	32	23.1	174	66.5
U of Maryland-Eastern Shore	—	—	25	18.0	—	—	25	32.0	50	18.0	28	46.4
U of Massachusetts at Amherst	—	—	3	0.0	—	—	1	100.0	4	0.0	75	77.3
U of Miami	—	—	—	—	—	—	—	—	—	—	—	—
U of Michigan	—	—	29	44.8	—	—	—	—	29	44.8	148	63.1
U of Minnesota-Twin Cities	—	—	27	18.5	—	—	1	0.0	28	18.5	149	52.3
U of Mississippi	—	—	42	35.7	—	—	5	0.0	47	35.7	96	72.9
U of Missouri at Columbia	—	—	26	19.2	—	—	5	40.0	31	19.2	164	56.5
U of Missouri at Kansas City †	—	—	—	—	—	—	—	—	—	—	—	—
U of Montana	—	—	9	0.0	—	—	0	—	9	0.0	71	71.8
U of Nebraska	—	—	25	16.0	—	—	9	44.4	34	16.0	168	56.5
U of Nevada at Las Vegas	—	—	35	20.0	—	—	11	36.4	46	20.0	116	42.2
U of Nevada at Reno	—	—	11	54.5	—	—	0	—	11	54.5	64	68.8
U of New Hampshire	—	—	11	36.4	—	—	0	—	11	36.4	73	82.2
U of New Mexico	—	—	33	21.2	—	—	2	0.0	35	21.2	107	73.0

† Did not supply information.

† Declined to provide this information, citing privacy concerns.

— Information not available or not applicable.

† The refined graduation rate adds to the number of incoming freshmen those athletes who transferred into an institution after their first year, but excludes from the calculation those athletes who left the institution in good academic standing before, or continued to be enrolled in good standing after, their third year.

Note: The figures for all athletes include those of all racial and ethnic groups. The eight Ivy League colleges and three U.S. service academies do not give athletic scholarships, and hence did not fill out those sections of the graduation-rate form covering scholarship athletes.

Continued on Following Page

## Graduation Rates of Scholar Athletes in NCAA Division I CONTINUED

	White male athletes		Black male athletes		White female athletes		Black female athletes		All athletes		Refined graduation rate ‡	
	Total	Proportion graduated	Total	Proportion graduated	Total	Proportion graduated	Total	Proportion graduated	Total	Proportion graduated	Total	Proportion graduated
U of New Orleans	17	23.5%	6	0.0%	7	85.7%	1	0.0%	32	31.3%	51	33.3%
U of North Carolina at Asheville	14	38.7	2	50.0	11	63.6	4	25.0	33	45.5	25	88.0
U of North Carolina at Chapel Hill	80	75.3	34	64.7	51	80.4	10	60.0	181	74.0	173	80.9
U of North Carolina at Charlotte	22	27.3	6	0.0	19	73.7	5	20.0	54	42.6	34	67.6
U of North Carolina at Greensboro †												
U of North Carolina at Wilmington	45	73.3	14	64.3	30	73.3	9	44.4	98	69.4	82	82.9
U of North Texas	54	31.5	35	14.3	12	50.0	7	14.3	114	27.2	101	54.5
U of Northern Iowa	33	75.8	17	29.4	35	82.9	0	—	102	58.8	101	70.3
U of Notre Dame	50	78.0	21	85.7	17	82.4	1	100.0	92	80.4	77	96.1
U of Oklahoma	67	37.3	33	21.2	30	46.7	8	50.0	175	34.9	151	61.0
U of Oregon	61	37.7	21	19.0	43	53.5	5	80.0	146	41.8	152	61.3
U of the Pacific	19	57.9	8	16.7	19	73.7	0	—	48	60.4	98	82.7
U of Pittsburgh	40	62.5	33	42.4	20	75.0	2	0.0	114	54.4	105	66.7
U of Portland	37	40.5	4	0.0	15	66.7	0	—	64	46.9	71	66.2
U of Rhode Island	52	65.4	9	33.3	29	55.2	3	0.0	103	58.3	90	74.4
U of Richmond	56	71.4	10	40.0	14	85.7	1	100.0	81	70.4	68	88.2
U of San Diego	12	83.3	0	—	17	64.7	0	—	30	73.3	37	91.9
U of San Francisco	7	57.1	1	100.0	7	85.7	1	100.0	27	70.4	32	84.4
U of South Alabama †												
U of South Carolina	87	55.2	35	34.3	42	69.0	0	—	148	54.1	144	63.9
U of South Carolina—Coastal Carolina C	24	41.7	6	33.3	15	60.0	5	0.0	54	40.7	60	80.0
U of South Florida	47	48.9	7	14.3	20	50.0	6	66.7	83	48.2	79	67.1
U of Southern California	43	46.8	28	32.1	27	70.3	7	57.1	118	50.4	112	58.0
U of Southern Mississippi	50	38.0	43	30.2	12	41.7	3	33.3	111	35.1	77	50.6
U of Southwestern Louisiana	38	34.2	38	26.3	9	22.2	9	33.3	95	29.5	63	44.4
U of Tennessee at Chattanooga	57	38.6	31	25.8	17	70.6	9	44.4	115	40.0	102	54.9
U of Tennessee at Knoxville	92	50.0	46	28.3	28	60.7	13	69.2	182	46.7	122	67.2
U of Texas at Arlington	18	16.7	10	20.0	22	18.2	2	0.0	54	18.5	59	32.2
U of Texas at Austin	83	41.0	34	11.8	49	73.5	4	25.0	169	44.0	174	58.0
U of Texas at El Paso	31	32.9	43	11.6	16	25.0	8	37.5	117	24.8	74	39.2
U of Texas—Pan American	15	6.7	4	25.0	3	33.3	1	0.0	26	25.8	67	38.8
U of Texas at San Antonio	12	41.7	8	12.5	18	31.3	8	12.5	53	30.2	69	54.2
U of Toledo	56	48.2	11	18.2	43	53.5	7	0.0	120	43.3	83	62.7
U of Tulsa	39	33.8	25	20.0	19	73.7	0	—	92	48.9	76	59.2
U of Utah	81	37.7	3	33.3	43	69.8	0	—	137	51.1	85	82.4
U of Vermont	17	76.5	0	—	17	82.4	2	100.0	45	75.6	37	91.9
U of Virginia	92	83.7	29	62.1	45	86.7	8	87.5	178	80.7	159	93.1
U of Washington	50	62.0	25	28.0	29	72.4	3	33.3	119	62.1	112	58.0
U of Wisconsin at Green Bay	16	38.9	3	0.0	16	43.8	0	—	37	37.8	27	55.6
U of Wisconsin at Madison	93	60.2	20	50.0	37	75.7	5	60.0	164	61.6	141	78.0
U of Wisconsin at Milwaukee	9	55.6	0	—	21	66.7	3	0.0	34	55.9	27	70.4
U of Wyoming	88	61.8	19	15.8	25	48.0	3	33.3	130	49.2	124	64.5
Utah State U †												
Valparaiso U	32	68.8	6	16.7	24	58.7	0	—	62	62.0	55	81.8
Vanderbilt U	67	66.7	16	37.5	13	76.9	3	100.0	102	69.7	90	83.3
Villanova U †												
Virginia Commonwealth U	27	44.4	5	0.0	14	70.6	5	40.0	50	51.3	85	70.6
Virginia Military Institute	61	60.0	30	63.3	—	—	—	—	152	61.8	79	91.1
Virginia Polytechnic Institute and State U	44	66.8	31	19.4	17	58.8	2	50.0	95	47.4	75	61.3
Wagner C	10	80.0	4	75.0	12	83.3	2	50.0	26	56.5	22	59.1
Wake Forest U	68	66.8	20	45.0	11	100.0	1	100.0	100	69.2	83	77.1
Washington State U	47	44.7	18	33.3	15	66.7	3	0.0	103	45.4	130	56.9
Weber State U	62	29.0	15	13.3	11	54.5	1	0.0	119	28.7	77	55.8
West Virginia U	18	38.9	18	13.3	11	54.5	1	0.0	119	28.7	77	55.8
Western Carolina U	29	27.6	—	—	11	54.5	1	0.0	119	28.7	77	55.8
Western Illinois U	9	33.3	—	—	11	54.5	1	0.0	119	28.7	77	55.8
Western Kentucky U	30	33.3	—	—	11	54.5	1	0.0	119	28.7	77	55.8
Western Michigan U	27	37.0	—	—	11	54.5	1	0.0	119	28.7	77	55.8
Wichita State U	30	16.7	—	—	11	54.5	1	0.0	119	28.7	77	55.8
Winthrop C	3	0.0	—	—	11	54.5	1	0.0	119	28.7	77	55.8
Wright State U	7	42.9	—	—	11	54.5	1	0.0	119	28.7	77	55.8
Xavier U (Ohio)	5	80.0	—	—	11	54.5	1	0.0	119	28.7	77	55.8
Youngstown State U	23	47.8	—	—	11	54.5	1	0.0	119	28.7	77	55.8
NCAA totals	5,777	33.0%	1,392	43.0%	22,983	68.0%						

† Did not supply information

‡ Defined to provide this information, citing privacy concerns

— Information not available or not applicable

§ The refined graduation rate adds to the number of incoming freshmen those athletes who transferred into an institution after their first year, but excludes from the calculation those athletes who left the institution in good academic standing before, or continued to be enrolled in good standing after, their sixth year.

¶ The figures for all athletes include those of all racial and ethnic groups. The eight Ivy League colleges and three U.S. service academies do not give athletic scholarships, and hence did not list out those sections of the graduation rates form covering scholarship athletes.

## Dispatch Case

An-Najah University in the occupied West Bank last week provided Israel's new government with its first major test of will.

One day after the government was installed, Israeli troops surrounded the university in Nablus in pursuit of an unspecified number of Palestinian gunmen who military authorities said had entered the campus.

The soldiers did not enter the campus, and the army announced that people were free to come and go, although they would be subject to search. Sources at An-Najah, however, said the army had kept people from entering or leaving.

Disturbances in Nablus to protest the incident prompted military authorities to close most of the city and keep journalists out.

"We were surprised by the Israeli move. We had done nothing to justify such an action," said Nayif Abu-Khalas, chairman of the university's political-science department, who was reached by telephone at the campus. "They ordered us to evacuate and said that everyone inside must go through a security checkpoint. We refused this unprecedented demand."

At a press conference, General Dumy Yatom, commander of Israel's central region, reiterated that the army was not preventing anyone from leaving the campus and intended to search only some of those who chose to leave. He said, however, that the army was determined to capture the gunmen.

An-Najah enrolls 2,700 students and has 400 employees. Estimates of how many people were on the campus when it was surrounded by the army ranged from 2,000 to 4,000.

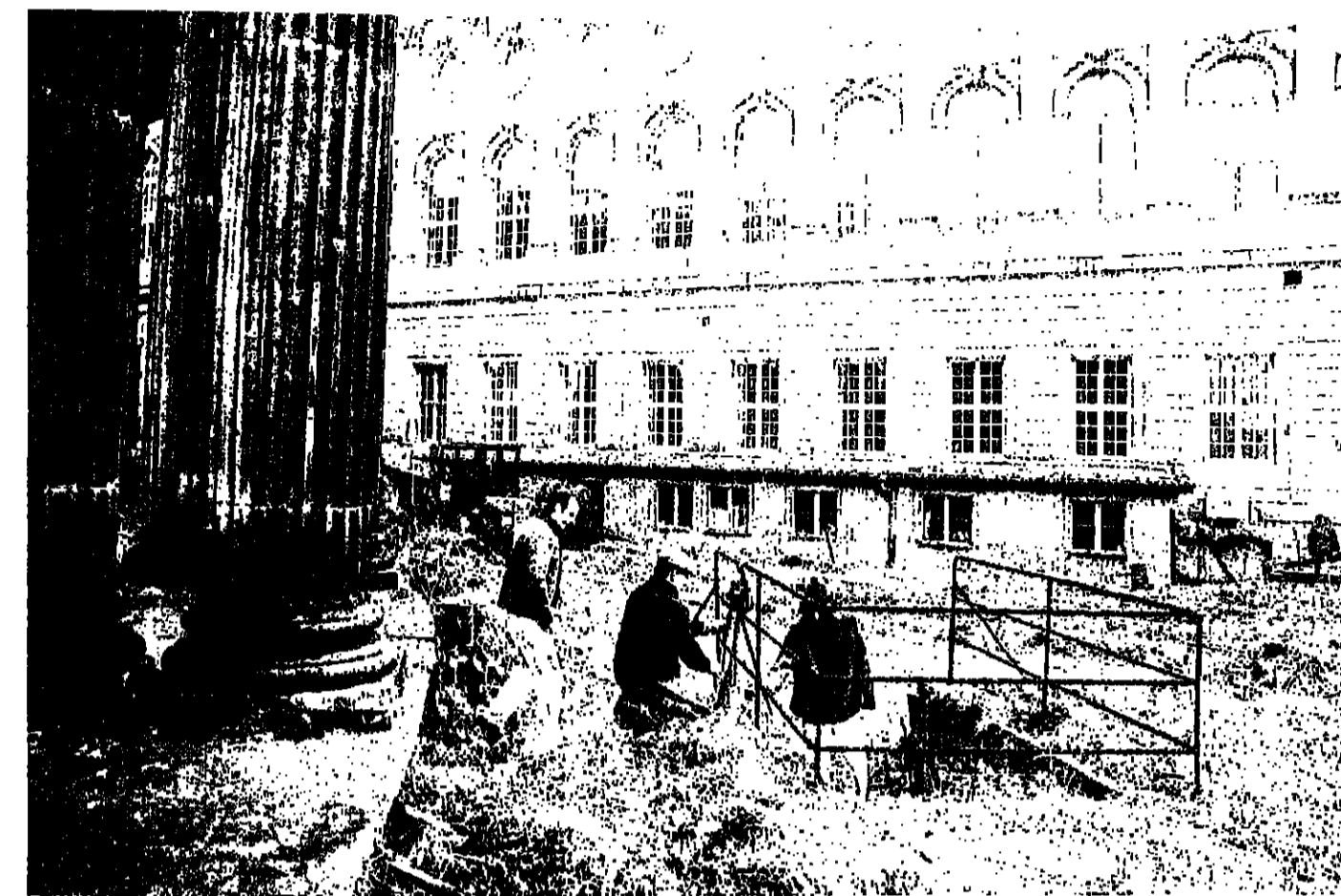
Army representatives discussed the situation with the university's trustees but reached no agreement. The army informed the board that it was moving the soldiers farther away from the university campus. Still, the situation remained at a standoff late last week. Some reports said the students and faculty members had barricaded themselves in.

The army's action took on broader implications because it came on the day of the first student-government elections at An-Najah since the university was allowed to reopen in October. It had been closed under military order for nearly four years.

With Israel's new government committed to reaching an agreement on autonomy for the Palestinians in the occupied West Bank and Gaza Strip—one of the first stages of which would be elections in the territories—General Yatom emphasized that the army had no intention of interfering with the campus elections.

The elections were won by a group affiliated with Yasser Arafat's Al Fatah organization, which favors the peace talks with Israel.

## International



Workers at the University of Potsdam, which is undergoing major repairs and renovations as part of its transformation from a teachers' college to a research institution.

## 1,500 Scientists Sent to Universities in Eastern Germany

Project is part of restructuring of higher education in 5 new states

By Taryn Toro

POTSDAM, GERMANY  
GERMANY IS SENDING nearly 1,500 research scientists back to school. The researchers, nearly all of them former employees of the now disbanded East German Academy of Sciences, are participants in a government plan aimed at putting high-powered scientific expertise back into the college classrooms of eastern Germany.

The project, the "Scientists Integration Program," is part of an overall effort to restructure higher education in the five new states that made up East Germany.

Long considered a research elite, scientists in East Germany worked undisturbed for decades behind the closed doors of the Academy of Sciences. The collapse of the East German government and the academy's subsequent dissolution led to the reorganization of some of its research institutes and the closing of many others. While some of the academy's researchers found work at institutes that remained open, thousands of others—social as well as natural scientists—ended up without any jobs.

Now, under the government's plan, many of those scholars are being given two years of support, during which they work on special research projects at a "partner" university.

Continued on Following Page



Werner Schade, who is assigned to Potsdam's Institute for Biotechnology: "We're paying for things like phone bills and faxes out of our own pockets."



Ludwig Brehmer, a physicist at Potsdam: "The bureaucracy is so large. There is the program bureaucracy, then the university's administration."



Dieter Martin, a chemist at the U. of Potsdam: "We've really got to play catch-up, and western Germans don't always understand that."



Gerhard Kemper, a chemistry professor and rector at the U. of Potsdam: "This program was the second step. The third step is the unemployment line."

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## Scientists in Eastern Germany Go Back to School

Continued From Preceding Page

university, all the while trying to win a permanent position. "This program is a paid parking place for former Academy of Sciences researchers," says Gerhard Kempter, a chemistry professor and rector at the University of Potsdam, which has taken on 100 of the scientists. "If they did not find a place at restructured academy institutes and they did not find work elsewhere, this program was the second step. The third step is the unemployment line."

Potsdam is a fledgling university that until a year ago had been a teachers' college. As part of its upgrading, the university is undergoing major repairs and renovations.

Mr. Kempter says the scientists and their projects are welcome at Potsdam: "We have only a limited number of scientists on the faculty now, and we will need more."

Henning Laeuter, a mathematician, is among the scholars who have landed at Potsdam. He is grateful for the university's acceptance, he says, but skeptical about its promise of open arms. Like all participants in the program, he ultimately will have to apply for a teaching position, which will put him in competition with regular faculty members.

"We are a threat," he says. "You feel good if you've gotten an offer, yet at the same time realize you're taking someone's job. And they know that, too."

Universities in eastern Germany are desperately short of funds. That fact has resulted in a fierce competition for academic positions. The scholars from the former science academy need jobs at precisely the time many universities are being forced to reduce the size of their faculties.

### Saxony May Lose 12,000 Posts

"We're going to eliminate 100 posts," says Klaus Poppe, an administrator at the University of Greifswald medical school in the eastern state of Mecklenburg.

The state of Saxony provides an even grimmer example. The Education Ministry there reports it must cut 12,000 university teaching and administrative positions. And finding a slot at a university in western Germany, where most professors are locked into tenured positions, is not likely.

Some observers say the depressed economy and outright poverty in the country's eastern states in conjunction with the static academic job market in the West could undermine the government's \$275-million program to bring top scientists to the campuses.

Even Mr. Kempter says he is not certain that Potsdam will have positions for all 100 scientists who are now there under the government program. "At the end of 1993 their funding stops," he says, adding that at that time "the university should take over." However, he says that uncertainty about how much money the state governments will have for higher education means that "none of the universities can say now that they will be able to pay the scientists."

Peter Abel, a bioengineer at Gerhard Katch Institute for Diabetes

Research in Karlsburg, won a place in the program at the University of Greifswald medical school with his research project to develop a sensor that would identify a diabetic's blood-glucose level. Like many others in the program, he says two years are not enough time to find a permanent position in the currently chaotic university system of eastern Germany. Unlike many others, however, Mr. Abel will be able to continue his work even if he fails to find a post because he is receiving additional

**"We are a threat. You feel good if you've gotten an offer, yet at the same time realize you're taking someone's job. And they know that, too."**

support from the German Ministry of Research and Technology.

University administrators are encouraging other scientists to do what Mr. Abel has done and find outside support for their projects. Such support could tide them over until university budgets stabilize.

But some scientists say they are in no position to compete effectively for such funds with their colleagues in western Germany.

"We've really got to play catch-up, and western Germans don't always understand that," says Dieter Martin, a chemist who heads a pheromone-identification research project at the University of Potsdam. "For example, according to our contracts no money can be spent for structural renovations to our labs, which should already be equipped. But in some cases essential equipment is missing."

"We applied to the German Re-

search Society for one device," he goes on. "They denied funding on the grounds that it was an instrument that was part of every modern lab's inventory, and it must have been here already. We straightened out the misunderstanding, but we wasted a lot of time."

### Complaints About Bureaucracy

Other scientists have had trouble just getting their funds from the program. "We're paying for things like phone bills and faxes out of our own pockets," says Werner Schade, who is assigned to Potsdam's Institute for Biotechnology. There, project scientists are developing strains of bacteria that will "clean" contaminated soil. "The funding has been approved, but it needs to be transferred to the university and then to us."

Says Ludwig Brehmer, a physicist who also works at Potsdam: "The bureaucracy is so large. First, there is the program bureaucracy, then the university's administration."

Acknowledging the complaints, Wolf-Hagen Krauth, an official of the program, says many of its start-up problems have been ironed out.

"There were so many personnel changes at the institutes that it was difficult to know whom the money should be going to," he says.

Originally, the program was to last five years and draw support from both the old and new federal states. But the old, western German states balked at the proposal's cost, and the program was shortened to two years.

Many participants hope the program can have a longer life. Some government officials agree. Says Uta Paffhausen da Cruz, a program administrator and adviser to Germany's Federal Ministry for Education: "We hope the current state of affairs demonstrates that an extension is absolutely necessary."

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International

## Name Dropping

HIGHER EDUCATION IS LOSING ONE of its most active spokesmen. **Charles B. Saunders, Jr.**, senior vice-president of the American Council on Education, has announced that he will retire in August.

**Robert H. Atwell**, president of the ACE, said: "Millions of students who may never even have heard of Charlie Saunders are in his debt for his tireless efforts on their behalf. Through his 18 years of representing the higher-education community in countless appropriations struggles and four reauthorizations of the Higher Education Act, he became higher education's most respected advocate before the Congress."

Mr. Saunders's relationship with the act preceded his coming to ACE: as Deputy Assistant Secretary for legislation at the Department of Health, Education, and Welfare, he played a central role in developing the Higher Education Act Amendments of 1972. Since joining the ACE in 1975 as director of governmental relations, he has worked to see the act reauthorized four times. Congress approved the latest reauthorization this month.

Another staff member is also leaving the American Council. **Blandina Cardenas-Ramirez**, who has headed the Office of Minorities in Higher Education since 1989, will return to Texas in September.

A former vice-president for institutional advancement at Our Lady of the Lake University in San Antonio, Ms. Cardenas-Ramirez will join the Lyndon Baines Johnson Institute for the Improvement of Teaching and Learning at Southwest Texas State University. (The San Marcos, Tex., institution was President Johnson's alma mater.) She will work to develop a Southwest Center on Values, Achievement, and Community in Education.

Four finalists for the position of chancellor of the University of Missouri's Columbia campus have been invited for interviews with the Board of Curators:

- **Gerald T. Brouter**, provost and interim chancellor of the campus.
- **Robert Homenway**, chancellor of the University of Kentucky's Lexington campus.
- **Charles A. Kessler**, provost of Vanderbilt University.
- **David K. Scott**, provost and vice-president for academic affairs at Michigan State University.

If Mr. Scott is named head of the University of Missouri campus, it will leave Michigan State University with vacancies in its top two positions. President **John DiBiaggio** announced in May that he will become president of Tufts University in August. Mr. Scott is considered a possible successor to Mr. DiBiaggio, but Michigan State hasn't formally begun the search process.

**Tom Peters**, author of *In Search of Excellence*, recently wrote an article for *USA Weekend* on "10 Ways We [the United States] Do It Right." Among them are the Johns Hopkins Hospital and Stanford University. Of the latter, Mr. Peters said: "Our intellectual centers are great American products. In real-trade terms, brainpower is what matters. That's why we attract tens of thousands of foreigners who come here to become engineers and never go home. . . . Stanford was lucky to be a well-endowed private school in the wild West. It was a cowboy school; it didn't have the pretentiousness of the Eastern Establishment. It was a bunch of cowboys and gold miners with nothing to lose. Put it together, and you get a certain kind of magic."

## Gazette

APPOINTMENTS, RESIGNATIONS, & DEATHS



Dorothy D. Prisco  
Wesley College (Del.)



Laramie Jung  
College of Saint Scholastica



Linda Tafolla  
W. K. Kellogg Foundation



Evelyn Fox Keller  
Massachusetts Institute of Technology



Gregory A. Volk  
Lawrence University



Leah Harvey  
Metropolitan State University (Minn.)



Deldre D. Labat  
Xavier University of Louisiana

■ **New college and university chief executives:** Baltimore City Community College, James D. Tschechtelin; Rockford College, William A. Shields.

■ **Other new chief executives:** Associated Colleges of Illinois, David G. Utley; National Association for Law Placement, Paula A. Patton; Society for Values in Higher Education, M. Kathleen McGrory.

## Appointments, Resignations

**Joseph S. Albert**, chief of cardiology and professor of medicine at U. of Massachusetts Medical School, to head of the department of internal medicine at U. of Arizona.

**Judith Anderson**, director of affirmative action and cultural diversity at Eastern Illinois U., to executive assistant to the president at California State U. at Fullerton.

**Kirk Avey**, former president of Cypress College, to vice-president for administrative services at Monterey Peninsula College.

**Sheryl Maygood Babcock**, senior vice-president at Bloom PCAI (Dallas), to dean of students at Southwestern U.

**Rear Adm. Brent Baker**, chief of information at U. S. Department of the Navy, to dean of the college of communication at Boston U.

**Elizabeth A. Barron**, professor of communication at Xavier U. (La.), to assistant vice-president for academic affairs.

**Richard W. Barnese**, dean of the college of business and economics at Lehigh U., to executive director of the university's Iacocca Institute.

**Bruce A. Bartoo**, director of annual giving at Westminster College (Pa.), to director of alumni programs.

**R. Scott Beasley**, head of forestry at U. of Arkansas at Monticello, to dean of the college of forestry at Stephen F. Austin State U.

**Rogay J. Bergh**, executive dean at Southern Connecticut State U., to vice-president for student and university affairs.

**William N. Bladen**, director of admis-

sions at Polytechnic U., to director of enrollment services in the college of dentistry at New York U.

**Dan B. Blazer**, II, professor of psychiatry at Duke U., to dean of medical education.

**Richard Bond**, professor of philosophy at Ramapo College, to acting director of the school of administration and business.

**Charles F. Brinkbill**, senior associate vice-president for development at U. of Tennessee, to vice-president.

**Thomas B. Brewer**, president of Metropolitan State College (Colo.), has announced his retirement, effective August 31, 1993.

**Edward J. Brizow**, associate dean of the College at Lincoln Center of Fordham U., to dean of the college.

**Mark R. Brodi**, assistant professor of biology at Knox College, to associate professor. *Continued on Following Page*

## Gazette

**Alphonse J. Brooks**, director of personnel at Edison Community College, has retired.

**Michael C. Brooks**, associate professor of English at Columbia College (S.C.), to associate dean.

**Karen Shaffer Brown**, member of the development staff at Louisville Presbyterian Theological Seminary, to director of the annual fund.

**Elio Brucker**, vice-president for academic affairs and professor of economics at Trenton State College, to dean of the school of management and professor of economics and finance at U. of Michigan at Dearborn.

**Brian R. Bryant**, adjunct professor of exceptional-student education at Florida Atlantic U., to director of the office for students with disabilities.

**Heather Campbell**, former director of public affairs and special events at Baltimore Ravens Inc. (Baltimore), to associate director of development at U. of Baltimore.

**Blondine Cardenas-Ramirez**, head of the Office of Minorities in Higher Education at American Council on Education, to professor of education at Southwest Texas State U.

**Robert A. Catlin**, former dean of the College of Social Science at Florida Atlantic U., to dean of the College of Arts and Sciences at Rutgers U. at Camden.

**Arthur M. Cavanagh, Jr.**, registrar at Mount Vernon College, to registrar at Catholic U. of America.

**Jaqueline A. Chadwick**, physician in Arizona, to associate dean for Phoenix programs in the college of medicine at U. of Arizona.

**Wallace F. Cohen**, former president of Cuyamaca College, to interim chancellor of Grossmont-Cuyamaca College District.

**David L. Cohen**, professor of geography and environmental engineering and vice-provost for research at Johns Hopkins U., to dean of the College of Arts and Environmental Studies at Yale U.

**Karen P. Condon**, dean of admissions and financial aid at Ohio Northern U., to vice-president.

**Andrew P. Cornblatt**, director of admissions in the law center at Georgetown U., to assistant dean of admissions.

**James L. Craig**, vice-president for administrative affairs at U. of Guam, to dean of the college of education.

**Mary K. Di Ubaldo**, special-events coordinator at Associated Catholic Charities (Baltimore), to associate director of development at U. of Baltimore.

**Lanore A. DeLuca**, interim vice-president for administration and finance at Rhode Island College, to vice-president.

**Martha A. Dew**, vice-president for academic affairs at Northern Montana College, to provost at Oregon Institute of Technology.

**Joanne Drury**, assistant to the director of alumni relations at Marymount U. (Va.), to director.

**Charles M. Dye**, assistant dean of graduate studies in the college of education at U. of Akron, to associate dean of the graduate school.

**Adeline E. Fain**, dean of college transfer and the individualized-learning center at Forsyth Technical Community College, to dean of arts and sciences.

**Merilyn L. Flynn**, research professor of urban, labor, and metropolitan affairs at Wayne State U., to director of the School of Social Work at Michigan State U.

**Thomas Frank**, associate dean of the college of education at Stephen F. Austin State U., to dean.

**Walter J. Gatto**, vice-president for development at Saint Anselm College, to vice-president for endowment.

**Raymond T. Gera**, professor of psychology at U. of California at Riverside, to interim provost and vice-president for academic affairs at U. of Texas at San Antonio.

**O. Konrad Gelbke**, professor of physics at Michigan State U., also to director of the National Superconducting Laboratory at the university.

**Robert J. Gierman**, dean of the School of Letters and Sciences at State U. of New York College at Brockport, to provost and vice-president for academic affairs at State U. of New York College at Buffalo, effective August 26. (This corrects an item that appeared in *The Chronicle*, June 24.)

**Phyllis N. Goffa**, associate professor of nursing at U. of Texas Health Science Center at San Antonio, to assistant dean of nursing at Texas Woman's U.

**Jonnie B. Guerra**, associate professor of English at Mount Vernon College, to associate academic dean at Walsh College.

**Norma S. Guerra**, former assistant

grams at Teikyo Westmar U., effective September 1.

**Donald E. Kulaehak**, professor of communications at Wright State U., to dean of the university's Lake campus.

**Deldre D. Labat**, professor of biology at Xavier U. of Louisiana, to associate dean of the college of arts and sciences.

**Michael A. Laman**, former vice-president for instruction at Eastfield College, to executive director of the Dallas Health Science Center of Texas Woman's U.

**Richard R. Linn, Jr.**, member of the development staff at U. of Oklahoma, to vice-president for development at Western State College of Colorado.

**Paul W. MacAvoy**, professor of management studies at Yale U., to dean of the school of organization and management.

**Stephen E. Markow**, vice-president and dean of student life at Marietta College, to provost of the Ottawa campus of Ottawa U.

**Corinne A. McGuigan**, associate professor of administration, curriculum, and instruction at Gonzaga U., to dean of the school of education.

**James P. McIntyre**, senior admissions counselor at Canisius College, to assistant director of admissions.

**Irving P. McPhail**, dean of arts and sciences at Wayne County Community College, to provost and professor of education at Pace U.

**Pay A. Miller**, interim dean of nursing and social work at Southern Connecticut State U., to dean of the school of professional studies.

**David R. Murphy**, senior minister at Community Christian Church (Richardson, Tex.), to director of church relations at Texas Christian U.

**Michael G. Murphy**, president of South Main Bank (Houston), to director of advancement at Southern Seminary College.

**Michelle Nelson**, former dean of business and vocational programs at Grossmont College, to vice-president for academic affairs.

**Dorothy DeStefano Priolo**, vice-president for academic affairs and dean of the college at Centenary College (N.J.), to vice-president and dean at Wesley College (Del.).

**Alison R. Bernstein**, associate dean of faculty at Princeton U., to director of

the Education and Culture Program, Ford Foundation.

**John E. Craig**, vice-president and treasurer at Commonwealth Fund, to executive vice-president and treasurer.

**Karen Davis**, chair of health policy studies in the School of Hygiene and Public Health at Johns Hopkins U., to executive vice-president of Commonwealth Fund.

**Susanne Garvey**, director of development at National Society of Professional Engineers, to director of institutional and external affairs at Carnegie Institution of Washington.

**Linda O. Taffola**, president and executive producer of Taffola-Levin Communications (San Antonio), to project manager for multimedia at W. K. Kellogg Foundation.

**James D. Teichholtz**, interim president of Baltimore City Community College, to president.

**Gregory A. Volk**, development officer at Lawrence U., to vice-president for development and external affairs.

**John Wood**, professor of bioengineering and associate director of the Center for Engineering Design at U. of Utah, to professor of manufacturing engineering at U. of New Mexico.

**Richard H. Shaw, Jr.**, director of admissions at U. of Michigan, to dean of undergraduate admissions at Yale College of Yale U.

**William A. Shields**, president of College of Great Falls, to president of Rockford College.

**Toby S. Tamarkin**, director of the humanities and communication-arts division at Manchester Community College, to dean of academic affairs at Holyoke Community College.

**Richard L. Torgerson**, vice-president and academic dean at Bethany College (Kan.), to vice-president for development at Wartburg College.

**James D. Teichholtz**, interim president of Baltimore City Community College, to president.

**Gregory A. Volk**, development officer at Lawrence U., to vice-president for development and external affairs.

**John Wood**, professor of bioengineering and associate director of the Center for Engineering Design at U. of Utah, to professor of manufacturing engineering at U. of New Mexico.

## Deaths

**Robert D. Calkins**, 89, president emeritus of Brookings Institution, July 6 in Silver Spring, Md.

**Reavie Cox**, 91, former chairman of marketing at U. of Pennsylvania, July 4 in Swarthmore, Pa.

**Edward L. Guzman**, 78, executive vice-president emeritus, senior vice-president emeritus for urban, labor, and metropolitan affairs, and professor emeritus of political science at Wayne State U., June 26 in Dearborn, Mich.

**Horace W. Dawsey**, 72, professor emeritus of Slavic languages and literature at U. of Michigan, June 30 in Ann Arbor, Mich.

**Charles A. Ekstrom**, 56, president of Waterbury State Technical College and president-elect of Tunkhunk Community College, July 2 in Bridgeport, Conn.

**Arthur F. Fendley**, 63, head of the office of special projects in the chemistry division at National Science Foundation, July 10 in Fairfax, Va.

**Frances Simone Kraft Hunter**, 66, former associate professor of physiology at Howard U., July 3 in Washington.

**Alberta Smith Jacoby**, 80, lecturer on

## IN THE ASSOCIATIONS

**M. Kathleen McGarry**, former president of Hartford College for Women, to executive director of Society for Values in Higher Education.

**Paula A. Patton**, executive director of Learning Consortium (Kan.), to executive director of National Association for Law Placement.

**Gail Peschel**, director of career services and alumni relations in the school of law at Valparaiso U., has been named president-elect of National Association for Law Placement.

**Charles B. Saunders, Jr.**, senior vice-president at American Council on Education, has announced his retirement, effective August 31.

**David G. Wiley**, vice-president of U. of Wisconsin Foundation, to executive director of Associated Colleges of Illinois.

**MISCELLANY**

**Alison R. Bernstein**, associate dean of faculty at Princeton U., to director of

## CONFERENCES

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AUCKLAND



## Gazette

public health at Yale U., July 8 in New Haven, Conn.

**Don Macken**, 65, assistant football coach at Portland U., July 6 in New York.

**Warren Moon**, 45, professor of art history at U. of Wisconsin at Madison, June 28 in Madison, Wis.

**Helen Nahn**, 90, former dean of the nursing school at U. of California at San Francisco, May 23 in Columbia, Mo.

**Elizabeth John Schroeder**, 44, assistant

## Coming Events

A symbol (a) marks items that have appeared in previous issues of *The Chronicle*.

**AUGUST**

**24: Higher education.** Annual conference, Society for College and University Studies, Minneapolis. Contact: SCUP, (612) 763-4776, fax (313) 764-2510.

**25: Fund raising.** "The Fund Raising School: Principles, Techniques of Fund Raising," Indiana University, White Hall, N.Y. Contact: Center on Philanthropy, (317) 274-7063.

**26: Management.** "College Business Management Institute," University of Kentucky, Lexington, Ky. Contact: (606) 257-3929.

**26: Campus security.** "Security Issues on Campus," workshop, Central Association of College and University Business Officers, Indianapolis. Contact: Wayne Warncke, (414) 363-1213.

**26: Management.** "Total Quality Management: Executive Seminar," QSystems Inc., Boston. Contact: QSystems, (617) 778-8704.

**24-26: Finance.** Annual conference, College Savings Plans Network of National Association of State Treasurers, Duff-Netherland Plaza Hotel, Cincinnati. Contact: (606) 251-1879.

**24-26: Learning.** "Identification, Evaluation, and Education of Students With Learning Problems," workshop, University of New England, Biddeford, Me. Contact: Michael L. Stotts, (207) 283-1111, ext. 125.

**24: Student personnel.** "Student Governance Handling," seminar, University of Delaware, Wilmington, Del. Contact: Jacob Haber, (302) 573-4440.

**24: Community colleges.** Annual conference, Southeastern Association for Community College Research, Orlando, Fla. Contact: Ronald Shearon, (919) 315-3000.

**24: Engineering.** Annual Institute, National Association of Minority Engineering Program Administrators, Embassy

Suites Hotel, Chicago. Contact: Sharon Rice, (312) 661-1700.

**3-5: Lizzie Borden.** "The Legend 100 Years After the Crime: a Conference on the Lizzie Borden Case," Bristol Community College, Hull River, Mass. Contact: Jules Rytchewski, (508) 678-2811, ext. 282, 131, or 431.

**3-5: Social sciences.** "Social Studies Curriculum Planning," conference, National Council for the Social Studies, Boulder, Colo. Contact: Dawn Marie Wurlie, (302) 966-7840.

**3-7: Fund raising.** "Knowing the Essentials," seminar, John Brown Limited, Harvard Faculty Club, Cambridge, Mass. Contact: (603) 924-3834.

**3-7: History.** "Witchcraft in Salem Village, 1692: Fear and Hatred as Historical Phenomena," Institute, Salem State College, Salem, Mass. Contact: John J. Fox, (508) 741-6399 or (508) 774-8031.

**3-7: Oral history.** "Oral History Workshop," Vermont College of Norwich University, Montpelier, Vt. Contact: Sandra Joslyn, (802) 828-8802.

**3-7: Social sciences.** "Storyline: a Strategy for Integrating Elementary and Middle School Social Studies," conference, National Council for the Social Studies, Seattle. Contact: Dawn Marie Wurlie, (202) 966-7840.

**3-8: Mathematics and computers.** "Interactive Texts in Maple for Windows," workshop, Mathematical Association of America, Towson, Md. Contact: John Morrison, (410) 830-3395.

**3-10: Church-related colleges.** "Christian Vocation in Church-Related Colleges: Called to Teach," conference, McPherson College, Abiquiu, N.M. Contact: Dean Lewis, Ghost Ranch, Abiquiu, N.M. 87510, (505) 485-4133.

**4: Campus security.** "Security Issues on Campus," workshops, Central Association of College and University Business Officers, St. Louis, and Blomark, N.D. Contact: Wayne Warncke, (414) 363-1213.

**4-8: Science.** "Space Station Freedom Utilization Conference," NASA Space

professor of Journalism at Oklahoma State U., July 4 near Guthrie, Okla.

**Gene M. Winter**, 58, director of the Two-Year College Development Center at State U. of New York at Albany, June 16 in Albany, N.Y.

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## Deadlines

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**DEADLINES**

**August 15: Engineering and science.** Applications for resident, cooperative, and postdoctoral research associateships in engineering or science with research at federal agencies or research institutions. Contact: Association for Professional Engineering Personnel, National Research Council, 2101 Constitution Avenue, N.W., Washington 20418; fax (202) 334-2759.

**August 15: Canada.** Applications from faculty members who are U.S. citizens for faculty awards for lecturing or research in Canada in academic 1993-94. Contact: Council for International Exchange of Scholars, 3007 Tilden Street, N.W., Suite 5M, Washington 20037-3009.

**August 15: Science research.** Applications for collaborative scientific research in India in 1993. Contact: Jeanine M. Daniels, Academy for Educational

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